ENGLISH AS A SECOND LANGUAGE

Evaluation of Calgary Board of Education
ESL Services Grades 1-12

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An Evaluation of Calgary Board of Education
ESL Services Grades 1-12

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Program Evaluation
Calgary Board of Education
Calgary, Alberta, Canada

under contract to
and in cooperation with

Planning & Research Branch
Alberta Education
Edmonton, Alberta, Canada

December, 1982

82-33

Alberta
EDUCATION

Devonian Building, West Tower, 11160 Jasper Avenue, Edmonton, Alberta, Canada T5K 0L2

March, 1983

TO THE READER:

This report of an evaluation of the Calgary Board of Education's English as a Second Language Program will be of interest to many educators and others. The findings and recommendations will be applicable in varying degrees to other school jurisdictions where similar needs and programs exist.

The Planning Services Branch is pleased to be able to make this report available. We hope that you will find it useful.

Yours sincerely

H I Hastings

H.I. Hastings
Director
Planning Services

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Our File No.

Calgary Board of Education

Office of the Chief Superintendent

December 17, 1982.

The Honourable David King,
Minister of Education,
Government of the Province of Alberta,
319 Legislature Building,
Edmonton, Alberta.

Dear Mr. King,

I am pleased to submit this report English as a Second Language: An Evaluation of Calgary Board of Education E.S.L. Services Grades 1-12 which was carried out under an agreement between you and the Calgary Board of Education dated February 1, 1982.

The report documents the procedures, findings and recommendations of Dr. Gail Barrington of the University of Calgary, who, under contract to the Calgary Board of Education, carried out this study which was requested by the Board in March, 1981.

We are indebted to you for your financial contribution to the study and gratefully acknowledge the consultative assistance of Dr. Harry Sherk of Planning and Research, Alberta Education, and Dr. Bernie Brunner, Language Services Board, Alberta Education, who were members of the steering committee for this evaluation.

I also wish to acknowledge the contribution of the many Calgary Board of Education staff members involved without whose cooperation, time, commitment and expertise the study would not have been possible. Special thanks are due to Dr. Barrington for her fine work, to the members of the evaluation steering committee for their time and input, and to Ms. Gayle Belsher who carried out the four month long research study which preceded the actual evaluation.

Mrs. Patricia Wakefield, an expert in E.S.L. education at the University of British Columbia who acted as our external consultant, informed us that it was a major Canadian study about which she was most enthusiastic.

We hope that fellow educators in Alberta and beyond may find it useful.

Yours sincerely,

G.A. McLennan, Supervisor,
Program Evaluation,
Chairman, E.S.L. Evaluation Steerin
Committee.

Education Centre Building, 515 Macleod Trail S.E.
Calgary, Alberta T2G 2L9, Telephone: 298-8100 (Area Code 403)

December, 1982

Mr. G.A. McLennan
Supervisor, Program Evaluation
Calgary Board of Education
Education Centre Building
515 Macleod Trail S.E.
CALGARY, Alberta T2G 2L9

Dear Mr. McLennan

Please find attached English as a Second Language: An Evaluation of Calgary Board of Education ESL Services Grades 1-12 for your information.

The evaluation project ran from March to December, 1982, and involved the development, administration, and analysis of questionnaires and interviews to samples of ESL students, parents of ESL students, ESL teachers, regular classroom teachers, and principals of Host and Feeder schools.

I hope that the conclusions and recommendations outlined in Chapter IV will assist the Calgary Board of Education in providing appropriate educational experiences for ESL students, will help administrators develop effective methods for coping with a fluctuating student population, and will provide information to Alberta Education for use in the consideration of ESL programs across the province. For convenience, a summary list of recommendations is provided at the front of this document.

Thank you for the opportunity of working on this project. I have found it both a rewarding and an educational experience.

Yours very sincerely

Gail V. Barrington

Gail V. Barrington, Ph.D.

THE UNIVERSITY OF BRITISH COLUMBIA
2125 MAIN MALL
VANCOUVER, B.C., CANADA
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FACULTY OF EDUCATION

December 16th, 1982

Mr. G.A. McLennan,
Supervisor
Program Evaluation
Chairman, ESL Evaluation Steering Committee
Calgary Board of Education, Calgary, Alberta.

Dear Mr. McLennan:

I was pleased to act as external consultant for the ESL program evaluation which has just been concluded.

English as a Second Language services within the Calgary Board of Education have increased very rapidly particularly during the last decade. As with any program which experiences rapid growth, it becomes necessary to monitor implications, to establish priorities and to formulate policy statements which accommodate it within the larger framework of the school system.

Significant numbers of students who do not speak standard English as a home language are a reality in most of the school systems in Canada. It is incumbent upon educational institutions to recognize and address changing needs and priorities in the school population.

The methodology employed in the Calgary program evaluation was both thorough and innovative. The initial collection of historical data provided a framework for the design of the evaluation. All segments of the population concerned with ESL programming were consulted in the surveys. Dr. Barrington's meticuluous documentation of each facet of the data collection contains not only ample material for further study in Calgary, but also provides a model for other school districts to follow.

It was my responsibility, because of my long experience in ESL, to discuss with Dr. Barrington, perceptions related to the data and to comment on the proposed recommendations.

continued . . .

. . . 2

I have perused the finished document with a feeling of gratification and admiration. The methodology is thorough and the recommendations sound. The Calgary Board of Education is to be commended for its recognition and evaluation of a phenomenon which has tremendous educational significance.

Sincerely,

Patricia Wakefield

Patricia Wakefield.

PW:mjf

ACKNOWLEDGEMENTS

This study was only made possible through the contribution of a great many people who deserve special commendation and thanks:

- To the ESL Evaluation Steering Committee members who took such a vital interest in the study's progress and who provided such valuable input, namely:

  Dr. Harry Sherk, Associate Director, Planning and Research,
  Alberta Education
  Dr. Bernie Brunner, Language Services Board,
  Alberta Education
  John Hogan, Associate Superintendent, Continuing Education,
  Calgary Board of Education
  John Dyer, Assistant Superintendent, S.W. Area Office,
  Calgary Board of Education
  Allan McLennan, Supervisor, Program Evaluation,
  Calgary Board of Education
  Chairman, ESL Evaluation Steering Committee

- To Maurine Leech-Steffens, Research Assistant, who cheerfully devoted so many hours as interviewer and researcher, making this study special for so many students and parents; to researcher Dick Holmes for willingly providing help when needed; to Gayle Belsher for providing such excellent background material for the study and for researching the Canadian context; and to interpreter Da To for providing such valuable liaison.

- To Jill Wyatt, Gerda Notacker, and Jan MacDougall of the ESL Program for their unfailing help in providing information.

- To Pat Wakefield of the University of British Columbia for her very professional interest and support during the critical recommendation phase.

- To Dr. Wally Unruh and Dr. Walter Zwirner of the University of Calgary.

- To Joy Gleghorn, Patsy Chan, Sharon Fleshman, Irene Chan, Linda Elian, Carmen Keshmiri, Purnima Thakor, Lillian Devolin, Joyce Clark, and Lori Preston, who assisted willingly in processing, typing, and proofreading such enormous quantities of data.

- To all the teachers and principals participating in the study who provided such valuable data despite their busy June schudules.

- To the ESL students and the parents of ESL students who were so eager to share their opinions and who truly made this study unique.

- And lastly, to Bruce and Wil for their continued love and support.

G.V.B.

ABSTRACT

English as a Second Language: An Evaluation of Calgary Board of Education ESL Services Grades 1-12 provides an overview of an evaluation study conducted for the Calgary Board of Education from March to December, 1982, from the perspective of a needs assessment. Five research questions addressed Student Needs, Program Needs, Staff Needs, Resource Needs, and Communication Needs.

Instruments developed included the ESL Student Interview/Questionnaire, ESL Parent Interview, ESL Teacher Questionnaire, Regular Classroom Teacher Questionnaire, and Principal Questionnaire. A multi-stage cluster sampling method was employed to identify study participants. Completion rates were 90% or more for all five instruments. Data was analyzed quantitatively by the computer program SPSS and qualitatively by content analysis procedures.

Study findings related to Student Needs indicated that ESL student satisfaction was very high except at the Senior High level. However, at all levels, students desired more Canadian friends. Instructional, Social, Emotional, and Cultural needs were identified.

Study findings related to Program Needs were analyzed by program type. Two serious problems emerged with the Partial Day Model employed at the Elementary level: 1) An information gap between principals hosting ESL classes in their schools and principals sending their ESL students out of school for ESL instruction; and 2) Transportation costs which are not only financial, but also instructional. The Reception Class Model at the Secondary level appeared to be generally effective, particularly at the Senior High level, with the following exceptions: 1) The need for administrative structure at the school level; 2) The need for vocational programming; 3) The need for in-school reception classes; and 4) The need for speeded integration into the regular program. Some question remains about the appropriateness of this model at the Junior High level. The Resource Room Withdrawal Project appeared to be generally satisfactory; however, it was terminated for administrative reasons prior to the conclusion of the study. The Itinerant Teacher Withdrawal Project was considered a success due to high student, parent, and teacher support; however, a number of instructional concerns were identified which should be addressed prior to expansion of the project. Finally, it was recommended that the Pre-Employment Pre-Vocational English as a Second Language project be terminated due to lack of congruence between student needs and project goals. Additional program needs were identified in the areas of policy and curriculum development.

Staff needs emerging from study data included the need for clearly defined preparation time, for the staffing ratio to be clarified in writing, and for pre-service training and on-going professional development for ESL teachers to be emphasized.

Resource needs were limited, indicating that program funding at the school level appears to be satisfactory.

Communication needs were severe, both within the organization and between the home and the school. Internal communication regarding ESL students was considered weak in terms of staff in-service on ESL and between a number of groups identified in the study. Home-school communication was judged unsatisfactory altogether.

Problems identified included the poor English skills of parents, the infrequency of their contact with the school and their lack of knowledge about school services. A number of recommendations were made to improve communication related to ESL.

The study concluded by urging adoption of a policy of multiculturalism and the fostering of integration of ESL students not only into the classroom, but into the Canadian mainstream.

LIST OF RECOMMENDATIONS

RECOMMENDATION 1
That criteria, including time lines, be adopted for the complete integration of ESL students into regular classes at all levels in the school system, but particularly at the Senior High level.

RECOMMENDATION 2
That support services, such as drop-in tutorial services in schools, be provided on an ongoing basis for ESL students who have been placed in regular classes.

RECOMMENDATION 3
That transition classes involving content areas be developed and taught by ESL and regular staff for both Junior and Senior High ESL programs and that completion of these courses be included on students' records.

RECOMMENDATION 4
That Alberta Education be approached regarding the granting of credit for satisfactory completion of transition courses at the Senior High level.

RECOMMENDATION 5
That a booster program be developed at the Senior High level for students having an educational gap of more than two years which would involve academic upgrading, career counselling for both students and their parents, and tutorials in the native language to aid conceptual development.

RECOMMENDATION 6
That the Calgary Board of Education confirm that all resources available to regular students be made available to ESL students, including such services as resource rooms, Learning Assistance Centres, school psychologists, and guidance counsellors.

RECOMMENDATION 7
That all ESL students be assessed to identify both language and educational needs prior to placement in schools and be assessed periodically thereafter to monitor progress.

RECOMMENDATION 8
That grade placement of ESL students be determined by their chronological age.

RECOMMENDATION 9
That a policy endorsing multiculturalism be adopted by the Calgary Board of Education, acknowledging the presence of students of all nationalities as an enriching factor for all.

RECOMMENDATION 10
That all schools, but in particular the Junior High schools, stress integrative social activities and foster multicultural awareness through such strategies as buddy systems, international games, and multicultural field trips.

RECOMMENDATION 11
That a team of para-professional multicultural liaison workers be established to link ESL students, their parents, and their ethnic communities with school staff, the school, and community resources.

RECOMMENDATION 12
That use of the Partial Day Model be re-examined in light of the viability questions raised in this study.

RECOMMENDATION 13
That consideration be given to the use of a variety of solutions to the ESL needs of each Area of the system in order to provide flexible and responsive ESL services, and that decisions about appropriate delivery modes be determined within each Area.

RECOMMENDATION 14
That ESL programs at the Senior High level be consolidated into specific schools and that principals of these schools provide for appropriate administrative representation.

RECOMMENDATION 15
That full-time reception classes for non-English speaking students be provided in Senior High schools which offer ESL services.

RECOMMENDATION 16
That the feasibility of operating a vocational program for ESL students in secondary schools be considered, based upon the experiences of other major Canadian ESL programs, upon current and future secondary ESL student needs, and upon parental input.

RECOMMENDATION 17
That upon completion of its responsibility to currently enrolled students, the Pre-Employment Pre-Vocational English as a Second Language (PEPVESL) Project be terminated.

RECOMMENDATION 18
That the use of the Reception Class Model at the Junior High level be re-examined in light of inconclusive study findings about its viability for ESL students in these grades.

RECOMMENDATION 19
That the effectiveness of the Itinerant Teacher Withdrawal Project be reviewed annually for flexibility, teacher satisfaction, ESL student social integration, parental input, and adequacy of administrative guidelines, and that the findings be used in determining the future direction of this delivery mode.

RECOMMENDATION 20
That the Calgary Board of Education develop criteria for student entry to and exit from ESL programs.

RECOMMENDATION 21
That the Calgary Board of Education develop guidelines for providing for ESL students having multiple needs.

RECOMMENDATION 22
That the Calgary Board of Education encourage the development of ESL curricula guidelines for each Division of grades to foster program consistency and that these guidelines be disseminated to all principals and to regular classroom teachers of ESL students.

RECOMMENDATION 23
That appropriate ESL resource guides be developed for each of the following groups: principals, ESL teachers, and regular classroom teachers.

RECOMMENDATION 24
That principals of schools having ESL teachers review the preparation time of those teachers for both adequacy of time relative to regular teachers and appropriateness of activities performed during that time to ensure that contractual obligations are being met.

RECOMMENDATION 25
That the full time equivalent staffing ratio for ESL teachers be clarified in writing and disseminated to all ESL teachers and their principals.

RECOMMENDATION 26
That ESL teacher hiring and evaluation criteria be revised to make pre-service training and ongoing professional development priority items.

RECOMMENDATION 27
That participation in ESL professional development activities be a condition of employment for ESL teachers.

RECOMMENDATION 28
That schools hosting ESL classes arrange to have one joint professional development day per year to enable ESL teachers to participate in professional activities.

RECOMMENDATION 29
That current ESL in-service activities be assessed for their appropriateness for ESL teachers who are at various stages of their professional development.

RECOMMENDATION 30
That the Calgary Board of Education request that sufficient professional training in ESL instruction be provided by the University of Calgary and the other Alberta universities.

RECOMMENDATION 31
That principals who have ESL students in their schools designate funds in their budget for ESL activities and supplies.

RECOMMENDATION 32
That in-service activities be provided for regular classroom teachers and principals about the ESL program, ESL students' needs, and multicultural awareness.

RECOMMENDATION 33
That principals who have ESL teachers in their school receive in-service in ESL teacher evaluation and be provided with appropriate evaluation criteria.

RECOMMENDATION 34
That ESL and regular classroom teachers be encouraged to participate in short-term classroom exchanges to foster awareness and communication.

RECOMMENDATION 35
That a translater liaison service be established to link principals and teachers to services in the community to aid their written communication with the home.

RECOMMENDATION 36
That parents of ESL students be made aware of continuing education opportunities for their own English language acquisition and, in particular, that the language needs of mothers of ESL students be addressed by the Calgary Board of Education.

RECOMMENDATION 37
That a brief summary of the findings of this study and the actions taken by the Calgary Board of Education as a result be circulated as feedback in a multilingual memo to the parents of ESL students.

To start with....

SHIU, aged 10, came to Canada about two years ago from Mainland China and was immediately enrolled in a Grade 1-2 class. Each day, for part of the morning, she was sent by taxi to an ESL class. Shy and bewildered at first, she was anxious to learn English and became a serious, hard-working student. As her English improved, her progress in her regular class accelerated and soon she was moved to Grade 4 to be with children her own age. She adjusted well and has recently begun attending Chinese school on Saturdays to maintain her own language.

JOHN, also aged 10, from Mainland China and enrolled in a Grade 1-2 class, has not fared as well. Initially an outgoing and confident youngster, he soon became the class clown in both his regular and ESL classes, seeming to need a great deal of attention. His progress in oral English was satisfactory but reading and writing skills lagged far behind. His behavior began to reflect his frustration. After a meeting with his parents it was decided to place John with his peers even though he would not be able to work with them in all subjects. Arrangements have been made for him to receive Learning Assistance and reading instruction at a suitable level for his needs. His teachers hope he will be more comfortable in his new class situation.

GURDEEP, aged 14, came to Calgary from India almost a year ago. He lives with his parents, two older brothers and a sister, all of whom work. Sometimes he helps them with their jobs. Life at home is very disorganized with everyone keeping a different schedule. No one has time to help Gurdeep with his school work. He has found it difficult to adjust to the different social structure here and his self-esteem has suffered. Although he has not experienced much prejudice from his school mates, he knows of other East Indians who have. His school work is uneven and reflects his insecure grasp of his new environment.

KEN, aged 18, is an ethnic Chinese student from Vietnam. After spending a year in a refugee camp in Indonesia, he arrived in Canada in 1979 and was placed in a Senior High ESL program although he only had five years of schooling and had been out of school since 1975. Ken works a twenty-five hour week cleaning offices. He gives some of the money he earns to his adoptive family (also Vietnamese refugees) and sends the rest home to his own family in Vietnam. Although he is anxious to get an education, he is frustrated by his own lack of academic skills. He has no time to make friends and has little family support. He is not making the progress he feels he should in learning English and is seriously considering quitting school.[1]

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[1] These student profiles were prepared by ESL teachers and represent actual ESL students whose names have been changed.

CHAPTER 1 - OVERVIEW

1. Who are the English as a Second Language Students?

Shiu, John, Gurdeep, and Ken are just four of the fourteen hundred ESL students currently receiving instruction from the Calgary Board of Education. A recent teacher survey of ESL student information provided the following ESL student information (Belsher, 1981a). Half of the ESL students (48%) are in Elementary grades, while 23% are in Junior High and 29% in Senior High. Most of the students (70%) are from Asian countries, but surprisingly 6% were born in Canada. (Consult Table 1 for a breakdown of country of origin.) The educational background of many students has been interrupted in some way: 55% of Junior High students have six or fewer years of prior education, 78% of Senior High students have nine or fewer years.

ESL teachers were asked to rate the reading, writing, listening and speaking skills of their students into categories from Beginner to Advanced. The greatest proportion of Elementary students were considered beginners in listening, speaking and writing skills, but most particularly in reading skills. The greatest proportion of Junior High students were identified as having intermediate skills in reading and writing, but advanced skills in listening and speaking. Senior High students were, in the majority, rated at the intermediate level in all skills with a tendency towards being advanced in writing skills; however, 25% of Senior High School students were rated at the lowest level for listening, speaking and reading skills. (Consult Table 2 for a detailed analysis of student skill levels.)

TABLE 1

COUNTRY OF ORIGIN OF ESL STUDENTS
CALGARY BOARD OF EDUCATION
DECEMBER, 1981[1]

COUNTRY	NUMBER OF STUDENTS	PERCENTAGE OF TOTAL
Vietnam	604	42.0 %
Asia - Other	142	10.2 %
Europe	108	7.5 %
China	100	6.9 %
Hong Kong	80	5.6 %
India/Pakistan	70	4.9 %
Canada - French	58	4.0 %
Lebanon	42	2.9 %
Unknown	39	2.7 %
Laos/Cambodia	34	2.4 %
Canada - Other	30	2.0 %
Japan	25	1.7 %
South America	23	1.6 %
Israel	19	1.3 %
Central America	18	1.2 %
Middle East - Other	17	1.2 %
Africa	16	1.0 %
TOTAL	1425	

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[1] Belsher, Evaluation of the English as a Second Language (ESL) Program, Phase One: Information about the ESL Program Background, Calgary Board of Education, 1981, p. 36.

TABLE 2

ESL STUDENT SKILL LEVELS
AS RATED BY ESL TEACHERS
DECEMBER 1981[1]

	ELEMENTARY STUDENTS	JUNIOR HIGH STUDENTS	SENIOR HIGH STUDENTS
Listening Skill Levels:			
Lowest - understand no English, or understand only basic conversations with low content and few idioms	322	104	102
Middle - generally understand natural conversation but require frequent repetition	214	94	170
Highest - understand most speech, including radio and telephone	143	119	141
Do Not Know	9	4	7
Speaking Skill Levels:			
Lowest - speak no English or very limited simple speech	277	104	113
Middle - speak with hesitation and frequent errors	209	95	168
Highest - conversational speech with few or minor errors	184	111	135
Do Not Know	18	11	4
Reading Skill Levels:			
Lowest - read no English or read only simple exercises drilled in class	446	112	102
Middle - read published material with difficulty and error	123	152	221
Highest - read with few errors and generally at own age level	27	50	93
Do Not Know	92	7	4
Writing Skills Levels:			
Lowest - writes no English or only copies	270	62	28
Middle - can write structured material	226	147	195
Highest - can compose simple exposition and varied prose types without major error	107	112	193
Do Not Know	85	0	4

---

[1] Belsher, 1981a, pp. 37-39.

Generally speaking, ESL teachers have little contact with the parents of these students; for 75% of the population, teachers indicated no parental contact at all.

An examination by school Area revealed that 42% of all ESL students attend East Area schools. The Southeast Area serves the smallest number of ESL students at 10%. Related to this fact is the larger proportion of Southeast Area students (39%) requiring transportation to ESL classes.

2. Who teaches the ESL Students?

In the 1981-82 school year there were 58 full-time equivalent ESL teachers. The current staff ratio is 12 full-time equivalent students per teacher which resulted in an average of 22 ESL student contacts per day (Belsher, 1981a). The unique situation of ESL teachers, particularly at the Elementary level where many students are taxied to and from class, makes this figure seem low, for some teachers indicated that they were seeing up to 48 ESL students per day.

The number of ESL teachers per school varies directly according to school type, with one full-time equivalent teacher per ESL Elementary school, 1.4 per Junior High, and 2.7 per Senior High. The ability to share materials and experiences and to group students is thus related to school type with Elementary teachers mainly working solo while Senior High teachers approach a "department" status.

The typical ESL teacher has been teaching ESL for the Calgary Board of Education for three years and may have one year of prior experience elsewhere. It is likely she has had some formal ESL training, although 25% of the teachers have none and 20% have never attended an in-service function.

3. What is the ESL Program?

The English as a Second Language (ESL) program has been developed by the Calgary Board of Education "to meet the needs of those students who have not yet achieved functional fluency in the English language and thus may not be achieving at a level commensurate with their age and/or abilities." (Wyatt, 1982a).

The philosophy of the program states that all students, regardless of linguistic or cultural background, must be provided with the opportunity to develop their potential to the fullest extent. The program aims to meet the needs of ESL students in two specific areas:

1) Learning English to a level commensurate with their age and ability.
2) Adapting to Canadian culture without supplanting their original culture.

During the 1981-82 school year, five different forms of ESL program delivery were being employed. These consisted of two major models, the Partial Day Model at the Elementary level and the Reception Class Model at the Secondary level, and three experimental projects, the Resource Room

Withdrawal Project, the Itinerant Teacher Withdrawal Project, and the Pre-Employment Pre-Vocational English as a Second Language Project. A description of each follows.

(Note: These descriptors are taken from the classification system for ESL/D programs developed by Alberta Education, provided in Appendix 1, rather than using actual program descriptions, in an attempt to simplify a wide variety of program terms currently in use.)

1) The Partial Day Model

The Partial Day Model of ESL instruction takes place at the Elementary level (Early Childhood Services to Grade 6). Students requiring instructions in ESL are withdrawn from their home or Feeder School for a portion of each day to attend an ESL class at a specified ESL Host School. Transportation is provided by the Board, either by taxi for the younger children, or by bus pass for the older children. ESL students whose home school is also a Host School simply move from their regular classroom to the ESL class for instruction.

2) The Reception Class Model

The Resource Class Model of ESL instruction occurs at the Secondary level (Grades 7-12). Students requiring instruction in ESL register at designated Host Schools on a full-time permanent basis. They attend ESL classes full time at first and integrate increasingly into regular classes as their English language skills improve.

3) The Resource Room Withdrawal Project

Experimental use of the Resource Room Withdrawal concept has been implemented at the Elementary level at Acadia School. ESL students from outside the community register at the school on a full-time temporary basis for both ESL and regular classes. When no further need of ESL instruction is required, the students transfer to their local school.

4) The Itinerant Teacher Withdrawal Project

The Itinerant Teacher Withdrawal Project is an experimental project in the East Area for ESL students at the Early Childhood Services to Grade 2 levels. These children do not travel for ESL instruction; rather, they are totally integrated into regular classes in their community. No ESL classes are held. Instead an ESL Resource Teacher travels from school to school to provide on-the-spot help to both ESL students and their regular teachers as required. A major component of the project involves the provision of professional development activities and resources for the regular classroom teachers to enable them to better meet the language needs of their ESL students. The ESL Resource Teacher also meets with ESL students on an ad hoc basis, often within the regular class setting.

5) The Pre-Employment Pre-Vocational English as a Second Language Project

The Pre-Employment Pre-Vocational English as a Second Language (PEPVESL) Project was initiated at the Forest Lawn Senior High in February, 1982 for a group of fifteen students. This has provided an alternative course of study for students between the ages of 16 and 18 who have already spent at least one year in ESL classes, but whose progress has been slow and whose successful integration into the Senior High curriculum has been seriously restricted. The goal of The PEPVESL Project is to prepare students for employment in a Canadian context. It provides students with survival levels of English and Math, Counselling and Work Experience.

For comparison purposes, an explanation of the types of ESL instruction currently available in Canada is provided in Chapter II.

4. Why Conduct an Evaluation of ESL Services, Grades 1-12?

The three major reasons for the evaluation are related to the following factors:

1) Rapid Growth
2) Appropriateness of Program Delivery Modes
3) Need for Policy Development

A discussion of each of these reasons follows.

1) Rapid Growth

The Calgary Board of Education has been concerned with the increasing responsibilities imposed on the school system both now and in the future, in the education of students in English as a Second Language. The number of students requiring ESL programs within the Calgary Board of Education has grown enormously. Between 1975 and 1982, the average growth factor was approximately 17% per year (consult Table 3); but since September, 1979, the overall numbers have increased by about 135%. January 1982 enrolment figures were 1467 and September 1982 figures were 1344, representing a slight decline of eight percent.

Canada's immigration totals for the next few years will range between 130,000 and 140,000 annually. Alberta will acquire between 15-20% of this total of which 45% will locate in Calgary. Not all of these primary immigrants will be non-English speakers, of course, but in addition to them, secondary immigrants will be moving to Alberta from other parts of Canada, including French Canadians and other New Canadians (Wyatt 1982b). In addition, one cannot predict world crisis situations which may cause Canada to open its doors out of compassion as was done for "The Boat People." For all these reasons, therefore, predictions regarding the Calgary Board of Education's future ESL student population remain tenuous.

TABLE 3

ESL STUDENT ENROLMENT
CALGARY BOARD OF EDUCATION
1975 - 1982[1]

YEAR	MONTH	NUMBER OF E.S.L. STUDENTS	INCREASE OVER LAST FIGURE	PERCENTAGE INCREASE OVER LAST FIGURE
1975	September	194		
1976	January	262	68	35 %
	September	240	(22)	(8 %)
1977	January	307	67	27 %
	September	379	71	23 %
1978	January	399	20	5 %
	September	406	7	1 %
1979	January	491	85	20 %
	September	624	133	27 %
1980	January	711	87	13 %
	September	946	235	33 %
1981	January	1046	100	10 %
	September	1243	197	18 %
1982	January	1467	224	18 %
	September	1344	(123)	(8 %)

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[1] Belsher, 1981a, p. 56.

2) Appropriateness of Program Delivery Modes

During the 1981-82 school year, five forms of ESL program delivery were utilized (see above). It was felt that each mode of program delivery needed to be assessed for effectiveness from the viewpoint of students, parents, teachers and administrators. It was not assumed that one type of program delivery would meet all needs better than any other; rather, program appropriateness to student needs would be considered in making recommendations for future program development.

3) Need for Policy Development

Due to the rapid growth of the ESL program, policies and guidelines for its administration have not kept pace. Major issues such as the jurisdiction of ESL students, placement of the ESL program in the system, and pupil-teacher ratio needed clarification. In order to ensure appropriate planning for the future direction of the program, additional policy is required.

Therefore, based on these information needs, an evaluation process was launched in September, 1981. Phase I of the evaluation was conducted internally by the Program Evaluation Department and resulted in two volumes of baseline data and historical documentation related to the ESL program (Belsher, 1981a and b). In January, 1982, Alberta Education (Planning and Research) agreed to fund an external evaluation and thus Phase II of the

Evaluation Project was initiated. The Project ran from March to December, 1982, with study recommendations based on data collected from April to June, 1982.

5. What does the Evaluation Examine?

Phase I of the evaluation identified five major areas of concern to teachers and administrators involved in ESL; specifically:

1. Operation and organization of the program
2. Staffing
3. Expectations of Program staff
4. Program Resources
5. Communication

Based on these areas, five research questions were posed. These included:

1. STUDENT NEEDS

   What special needs of the English as a Second Language student population need to be addressed by the Calgary Board of Education's English as a Second Language program?

2. PROGRAM NEEDS

   What is the most effective way or ways to organize, administer and deliver the Calgary Board of Education's English as a Second Language program in order to meet student needs effectively?

3. STAFF NEEDS

What considerations related to the teaching staff of the Calgary Board of Education's English as a Second Language program need to be addressed in order to ensure the program's effectiveness?

4. RESOURCE NEEDS

What resources are required and how should they be deployed in order to operate the Calgary Board of Education's English as a Second Language program effectively?

5. COMMUNICATION NEEDS

What methods should be employed to ensure that information regarding ESL students, their needs and progress, can flow easily both through the system and to and from their homes?

6. How was the Evaluation Conducted?

Data was collected by means of interviews and questionnaires. The interviews were both formal and informal; the questionnaires consisted of both structured and open-ended items. (Copies of the questionnaires are available in Appendix 2.) Study participants included:

1. ESL Students
2. Parents of ESL Students
3. ESL Teachers
4. Regular Teachers of ESL Students
5. Principals of ESL Schools
6. Principals of Feeder Schools
7. Administrators of the ESL Program and Central Office Administrators

The study was designed so that certain ESL schools became focal points They provided the pool from which study participants were selected by a multi-stage cluster sampling method. All investigation was limited to these schools, their feeder schools and their administrators. Consult Table 4 for a diagrammatic representation of the study design.

Completion rates of study instruments were 90% or greater in all cases. Data was analyzed quantitatively through use of the Statistical Package for the Social Sciences (SPSS) and qualitatively through content analysis procedures involving the development of categories and the summarizing of responses. A summary of study results by questionnaire is available in Appendix 3.

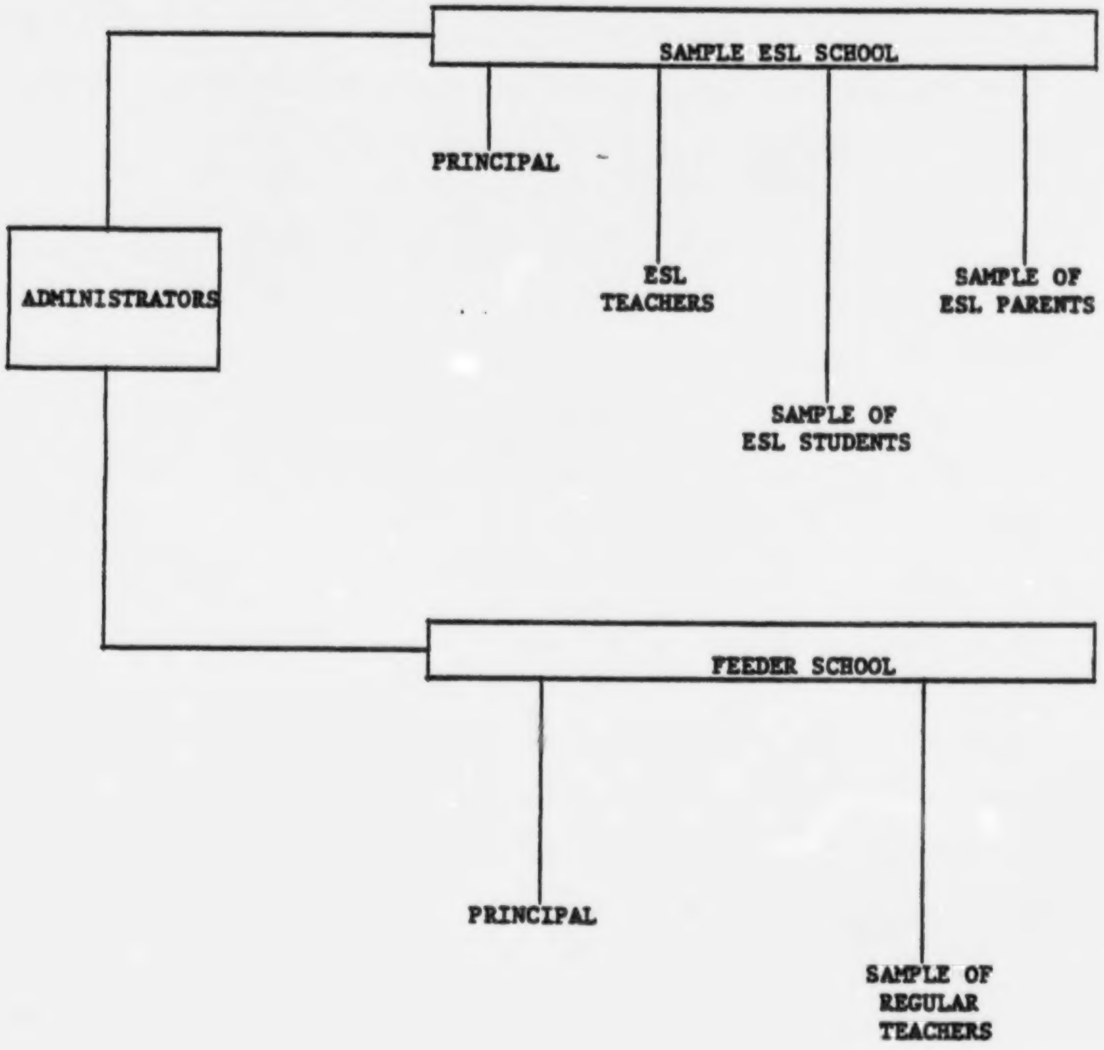
7. How is this Evaluation Report Organized?

Chapter II of the evaluation report provides a brief background to the study by reviewing current ESL programs in other parts of Canada. This provides the necessary perspective with which to view the Calgary Board of Education's English as a Second Language program.

Chapter III outlines the design of the study and the methodology employed in conducting it.

TABLE 4

ESL EVALUATION STUDY DESIGN


SAMPLE ESL SCHOOL
PRINCIPAL
ESL TEACHERS
SAMPLE OF ESL PARENTS
ADMINISTRATORS
SAMPLE OF ESL STUDENTS
FEEDER SCHOOL
PRINCIPAL
SAMPLE OF REGULAR TEACHERS

Chapter IV presents a summary of the findings of this study organized by questionnaire.

Chapter V describes the conclusions drawn from the data and advances recommendations for the Calgary Board of Education to consider when developing future plans for its ESL program. A list of these recommendations also appears at the beginning of this report (pp. xi-xiv).

CHAPTER II - THE CANADIAN CONTEXT

In order to appraise the Calgary Board of Education's English as a Second Language Program, it is important to view it in relation to ESL programs in other major Canadian cities. Therefore, this chapter attempts to place Calgary's ESL Program in the Canadian context by comparing it to similar programs in Edmonton, Vancouver, and Toronto.

1. A Taxonomy for Canadian ESL Programs

In major urban centres across Canada, increasing numbers of school-age immigrants are learning English as a second language. For these students, English language training as well as cultural familiarization occur largely in association with school attendance. Consequently, many Boards of Education have assumed responsibility for the education of non-English speaking students by adopting one or more administrative models of language instruction. Because terminology often differs by geographical region, the current discussion of ESL in Canada will employ the definitions of ESL program types outlined by Alberta Education in English as a Second Language/Dialect - Guidelines and Suggestions for the Administration and Organization of Programs. (Consult Appendix 1.) Interpretation of ESL programs across Canada with reference to this particular taxonomy will undoubtedly seem foreign to readers outside of Alberta. However, it will facilitate clarity of comprehension as ESL programs in different cities classify program models in a variety of ways. Some of the most common are shown as follows:

1. Categorization by duration of student attendance

   e.g. part-days

   full-days

2. Categorization by level of English ability

   e.g. novice

   intermediate

   advanced

3. Categorization by method of instruction

   e.g. itinerant teacher

   resource room

   immersion

   bilingual study

4. Categorization by special needs of students

   e.g. vocational

   special education

   academic upgrading

Using the classification system of Alberta Education then, perhaps the most intensive language training occurs in a RECEPTION CLASS, so named because this model of instruction is often utilized with non-English students upon their first reception at a school. Under the direction of a trained ESL teacher, a group of students spends time initially focussing on oral language skills, later incorporating writing skills as well. Although integration of immigrant students into option classes (e.g. Art, P.E.) usually occurs as soon as is feasible, initially students are full-time RECEPTION CLASS members. In Calgary, this model is used for all students in Grades 7 - 12 and for none in Grades 1 - 6. Vancouver utilizes

RECEPTION CLASSES infrequently for new immigrants in Grades 1 - 3, but extensively from Grade 4 upwards. As the Edmonton Public School Board adheres to a school-based budgeting system, the model of language instruction is decided by individual school principals, and RECEPTION CLASSES are one of those adopted by some principals for students in all grade levels. For initial language training experiences, Toronto utilizes a RECEPTION MODEL for all grade levels. Most students in Toronto attend a RECEPTION CLASS in a regular school close to their home. In two areas of the city however, Reception Centres host several RECEPTION CLASSES in addition to more advanced ESL training classes. In these cases, and for specified grade levels, Reception Centres replace the more typical RECEPTION CLASSES in regular schools.

PARTIAL DAY CLASSES are similar to RECEPTION CLASSES as both restrict attendance to non-English speaking students under the instruction of a specially trained ESL teacher. However, students in PARTIAL DAY CLASSES receive ESL training for only part of the school day, attending regular classes with regular students the rest of the time. Although less intensive, PARTIAL DAY CLASSES may be more practical than RECEPTION CLASSES in allowing better grouping of students according to their language ability levels. In Calgary, a PARTIAL DAY MODEL is almost exclusively the language training method used for students in Grades 1 - 6. Unlike the other Canadian cities reviewed, however, Calgary students register in their neighbourhood school and are transported to a PARTIAL DAY CLASS in an ESL Host School if such a class does not exist in their Feeder School. In Edmonton, PARTIAL DAY CLASSES are utilized for students in any grade level depending on the individual school principal. Neither Vancouver nor Toronto utilizes a PARTIAL DAY MODEL to the exclusion of full day attendance in a RECEPTION CLASS. However, in both cities, as well as in Calgary and Edmonton, part-time attendance in a segregated ESL class and participation in some regular classes with English-speaking students supplants full-time attendance in RECEPTION CLASSES as students make the gradual transition to integration.

A third format for language training is the RESOURCE ROOM WITHDRAWAL MODEL. As the name suggests, non-English speaking students are withdrawn from regular class attendance at scheduled times during which they work with an ESL teacher individually, or in small groups, using the collected ESL resource materials as aids. The resource room is generally viewed as a support service to the regular classroom teachers who consult with each other and the resource room teacher about the progress and needs of individual ESL students. Because of its nature, the ESL resource room may exist in addition to RECEPTION or PARTIAL DAY CLASSES. Greatest usage of this model occurs in Vancouver where resource rooms termed "English Learning Centres" are the primary means of providing language training to students in the first three grades. To a lesser extent, resource rooms may be utilized with older immigrant students as a complement to the more common RECEPTION CLASSES. Edmonton has established ESL resource rooms in a few schools for students in Grades 1 to 6. While Toronto schools may have resource rooms, they have not been specifically designed for the exclusive use of ESL students, and are the responsibility of "Special Education" personnel. In Calgary, PARTIAL DAY CLASSES approximate the RESOURCE ROOM WITHDRAWAL MODEL when the ESL teacher is located in the same school as the ESL students who receive segregated language instruction for limited periods of time. A RESOURCE ROOM WITHDRAWAL MODEL is also approximated as attendance of older students in RECEPTION CLASSES gradually decreases to the point where only occasional help is sought from ESL personnel. The degree to which a PARTIAL DAY MODEL or a RECEPTION CLASS MODEL approaches a RESOURCE ROOM WITHDRAWAL MODEL depends, in part, on the extent to which regular classroom teachers confer with the ESL teacher regarding individual students' progress and needs in their own integrated classes.

Another withdrawal model utilizes itinerant teachers who travel from school to school meeting with individuals or small groups of students who are withdrawn from regular class for short periods of time. Because the greatest proportion of students' time is spent in regular class attendance, non-English speaking students have extensive exposure to English speaking models and lose no class time while travelling to ESL training classes distant from their neighbourhood school. The ITINERANT TEACHER WITHDRAWAL MODEL may be particularly useful when small numbers of ESL students are scattered in several schools. Some school principals in Edmonton have chosen to utilize an itinerant teacher model. Although an exception to the more common PARTIAL DAY CLASSES in Calgary and still on an experimental basis, four itinerant teachers are now travelling among schools with small numbers of ESL students in ECS to Grade 2. Unlike most itinerant teachers, however, those in Calgary usually work with students within the regular classroom setting. In addition to the emphasis placed on oral language development of the students, a particular focus of the itinerant teachers in Calgary is on professional development for the regular classroom teachers. Although uncommon in Toronto also, the itinerant teacher model has not been totally ruled out in areas where no RECEPTION CLASS or Reception Centre exists. Vancouver does not utilize the model, emphasizing the RESOURCE ROOM WITHDRAWAL MODEL instead.

TRANSITIONAL CLASSES, as defined by Alberta Education, are restricted to ESL students and focus on a particular subject area so that introductory instruction in the terms and concepts specific to that subject area can be provided. Attendance in TRANSITIONAL CLASSES is part-time, the remainder of each day being spent integrated into regular classes with English speaking students. Such classes do not generally exist for the first six grades, as course content is not considered technically specific enough to necessitate them. At higher grade levels, accreditation may be given for attendance in TRANSITIONAL CLASSES depending on regional policy. Of the Canadian cities reviewed here, Calgary is unique in having no TRANSITIONAL CLASSES. Both Vancouver and Edmonton utilize TRANSITIONAL CLASSES for ESL students in Grades 10 - 12. In Toronto, subject-specific instruction of non-English speaking students occurs in a variety of ways. In what is termed a "Transition Program," Toronto ESL students in Grades 7 - 13 spend part-time in content courses such as ESL-Biology or ESL-Math. After completion of the "Transition Program," the Advanced Program for ESL students in Grades 9 - 13 provides instruction in specific subject areas emphasizing practical skills related to the area of content. An issue related to TRANSITIONAL CLASSES involves who teaches them, teaches them, ESL teachers or regular classroom teachers. Teachers in both areas have certain reservations about where the emphasis should be placed; i.e., regular classroom teachers stress content, ESL teachers stress language skills. Toronto also provides a "Booster Program" for ESL students having unusual difficulty in one or more subject areas who may, because of an uneven or a limited educational background, require upgrading in basic skills.

The goals of the Booster Program are:

1) To develop attitudes and specific skills relevant to a new learning style.
2) To provide individual assistance with specific learning needs which have been diagnosed.
3) To facilitate and accelerate the pace of adjustment to the students' new environment.

In Calgary, at present, students requiring a similar program would generally be referred to the Learning Assistance Centre.

In a REGULAR CLASSROOM SUPPORT PROGRAM, non-English speaking students are immediately integrated into a regular classroom under the supervision of that classroom teacher who is responsible for all student progress, consulting with specialists in the school or community when advice is required. No Canadian city reviewed here utilizes a "pure" SUPPORT PROGRAM MODEL in which school or community specialists are the sole source of counsel regarding ESL training. However, in addition to ESL classes and resource rooms, Vancouver has established an extensive support service employing several multicultural home-school liaison workers of varied ethnic backgrounds, each acting as a liaison between the students, their parents, and the ESL or regular classroom teachers of all grade levels. One school in Toronto's North Area offers extensive counselling for ESL students in Grades 9 - 13. Although neither Edmonton nor Calgary has developed a formal ESL SUPPORT PROGRAM MODEL, the itinerant teacher acts as a support to regular classroom teachers in many instances.

The last ESL program model outlined by Alberta Education is the BILINGUAL PROGRAM which involves instruction in a student's native language simultaneously with English language instruction. Such a model of language training enables age-appropriate concept development to continue relatively free of interruption due to English language deficiency; it provides the ESL student with a sense of pride in his native language/culture, and according to some educational researchers, speeds the efficiency of acquisition of English language concepts. Excluding the more common French-English bilingual programs, Toronto is the only Canadian city reviewed here which utilizes any BILINGUAL PROGRAMS for ESL training. Even there, they are rare and exist at the Grade 6, 7, and 8 level only.

2. Integration and Transition

Registration of immigrant children in Canadian schools is only one step in the lengthy process of integration. With it often begins language training, cultural training, and gradual adaptation to the Canadian way of life. Since educational systems have tended to focus on language training, the current discussion will begin with consideration of variables influencing the acquisition of English as a second language.

As is the case with much skill learning, age and ease of learning generally bear a negative correlation. Thus, language acquisition may occur much faster for ESL students in the lower grade levels than for those who are older and are faced with learning complex concepts in addition to a new language and culture. For this reason, PARTIAL DAY CLASSES may be particularly suited to younger ESL students whose language acquisition in a regular classroom may be quite fast relative to that of older students. On the other hand, the intensity of a RECEPTION CLASS MODEL may be particularly suited to older ESL students for whom language learning is inherently more difficult. Since students' language acquisition may be aided by modelling English- speaking peers, the task of learning a second language is often facilitated more by promotion of early integration into regular class attendance than by lengthy maintenance of segregated ESL instruction. Such is the reason for encouraging partial integration for nonacademic course areas even when a RECEPTION CLASS MODEL of ESL training is used. Because placement of ESL students in classrooms is generally accomplished with reference to student age, the educational backgrounds of immigrant students become important; an incomplete or disrupted school history places ESL students at a significant academic disadvantage in comparison to their English speaking peers. To address this problem, the RESOURCE ROOM WITHDRAWAL MODEL or a SUPPORT PROGRAM MODEL used in conjunction with other methods of language training, such as a RECEPTION PROGRAM or PARTIAL DAY CLASS, may be particularly advantageous in assisting ESL students by the provision of remedial work in their areas of weakness. Recent work has suggested that concept acquisition in a second language is facilitated by the prior establishment of conceptual competencies in a Native language. Hence, one might suggest that support is gained for the BILINGUAL PROGRAM MODEL in which simultaneous Native and English instruction occurs. Further, it may be suggested that a BILINGUAL PROGRAM is of particular benefit to those students whose educational backgrounds are incomplete, or have been interrupted, because deficient concept acquisition would be augmented faster in a Native language than in English. The increasing complexity of subject content with increased grade levels makes language acquisition in an academic setting particularly challenging for the older immigrant student who begins learning English as a second language at the High School level. To address the needs associated with such a demanding challenge, a TRANSITIONAL CLASS MODEL offering ESL classes in one or more specific subject areas may be especially useful where specialized vocabulary becomes central to concept acquisition.

Beyond the matter of language training are those matters related to cultural integration of immigrant students. Because increased facility with the English language and, to a somewhat lesser extent, increased familiarity with Canadian culture have always been goals of many Boards of Education, only recently have questions regarding heritage instruction come to the fore. Generally speaking, concerns focus on the desired relationship between majority (English) and minority (Native) language groups. Boards of Education may: 1) encourage and provide English learning to the complete exclusion of all Native language development; 2) encourage and provide English learning simultaneously with Native language maintenance and/or further development; or 3) encourage and provide English language learning while supporting Native language maintenance providing the latter is accomplished by some body outside of the formal educational system. Of the cities discussed here, only Toronto has initiated very limited practice of bilingual instruction as part of the regular curriculum during normal hours of operation in a school day. In addition, Toronto's "Heritage Program" enables students to study a language other than French or English, generally the student's mother tongue, in the context of its own culture within a Canadian setting. The programs are offered in addition to the regular school curriculum, and enrollment is voluntary with classes held generally after school, in the evenings, or on weekends. The Calgary, Edmonton, and Vancouver Boards of Education have not yet developed formal policy on heritage instruction for ESL students either during the regular school day or after hours.

However, the Provincial Government in Alberta does offer evening and weekend Heritage Language programs for first language maintenance under the direction of the Heritage Branch of Alberta Culture. In 1977 the federal government established a Cultural Enrichment Program and funded provincial governments for supplementary language schools based on total student enrollment per year. In addition, money was made available for teacher training workshops and development of instructional materials. There are presently 70 language schools in the province (30 in Southern Alberta). The funding provided is twenty-five dollars per student per year based on 50 percent attendance. Classes operate out of various buildings, i.e., churches, city halls, schools. Classroom space in schools is rented from school boards when other classes are not in session. In 1977 the Alberta Ethnic Language Teachers' Association (A.E.L.T.A.) was founded. This group's focus is primarily dealing with professional development, workshops and special interactional nights. Problem areas with Alberta's current Heritage Language programs include: 1) Teacher certification (most teachers are untrained volunteers); 2) Credit Programs (High School students should be permitted to take first language instruction from certified teachers as part of the high school program and receive credit for completion of such courses); 3) Materials and resources (these should be developed according to provincial guidelines); 5) Student motivation (encouragement should be given for maintenance of first language); and 6) Teaching culture in a Canadian context.

Tangential to the general matter of integration are the special needs of educationally deprived teenage ESL students who have suffered incomplete or disrupted schooling. Because of their ages, the prospective lengths of time to be spent in Canadian schools, and the pending responsibilities of adulthood, these ESL students often require special assistance if language training and integration are to be accomplished effectively. For those ESL students needing substantial upgrading, it may be necessary to implement remedial instruction, work experience, or a vocational program. While most school systems have counselling services, vocational programs, and remedial or special education services available to the general student body which includes ESL students, few specialized services specifically for this minority group have been developed to date. Only within the last year has Calgary made a "Pre-Employment Pre-Vocational ESL" program available to a small number of students in Grades 10 - 12. Although no special ESL vocational programs exist in Toronto, educationally deprived ESL students may receive upgrading in specific areas of weakness through Toronto's "Booster" program, described earlier. In addition, one of Toronto's upper division schools has developed an extensive career counselling service available to all ESL students. In Vancouver, some practical needs of educationally deprived teenagers may be met by the multicultural home-school liaison workers described previously. In addition, the Vancouver Board of Education has established a "Learning Assistance Class" exclusively for ESL students between 8 and 13 years of age who have learning disabilities requiring "special education" status and attention. For students older than thirteen, various "Pre-Employment ESL" classes have been created enabling limited work experience and job placement in those cases where educational deficits preclude diploma graduation.

3. ESL Program Projections

While it is reasonably easy to discuss the various models of ESL instruction best suited to non-English speaking students with a variety of special needs, prediction of the number of students, and thus the required number of ESL classes and teachers, is much more difficult. Although many factors influence the settlement of immigrant families, as residents of Canada they are free to move within the country, as is any citizen. Even if accurate immigration statistics for individual cities were available, this secondary migration makes precise prediction very difficult. Nevertheless, settlement patterns are influenced by identifiable variables, and trends in population numbers are usually indicative of future patterns. Ultimately, the federal immigration policy determines the numbers and qualifications of immigrants to Canada. For 1982, a maximum of 130,000 immigrants will be granted permanent residency. Although federal policy does not place restrictions on place of settlement, urban centres become focal areas, selection being determined, in part, by existing ethnic pockets, location of immigrant family members, cost of living, and opportunity for employment. Because Alberta has traditionally been an economically desirable province, and Calgary in particular has held employment potential, large proportions of the immigrant population have initially or eventually settled in this Alberta city. In May of 1982, the enrolment of school-age students in Calgary ESL classes approximated 1500. Although growth in enrolment has been noted for several years, the rate of expansion has increased dramatically since 1979; in the three year period between May of 1979 and 1982, the ESL student population tripled, due largely to the settlement of Indo-Chinese refugees in the city. If the next three-year period were to show such growth, 4,500 ESL students in Calgary would require special language training by 1985. In actuality, growth rate may more realistically be expected to level in the immediate future, in spite of anticipated Lebanese immigration to Canada. More conservative federal immigration policy adopted in May of 1982, coupled with high rates of inflation and growing unemployment suggest that even in Calgary the rate of growth may be less than that observed in previous years.

CHAPTER III - DESIGN AND METHODOLOGY

1. OVERVIEW

The purpose of the evaluation of Calgary Board of Education ESL Services, Grades 1-12, was to assist the Board in providing appropriate educational experiences for ESL students by collecting, analyzing and reporting the attitudes and opinions of students, parents, teachers and administrators regarding the effectiveness of the existing ESL program by means of a needs assessment and, based on this information, by advancing recommendations for change. In addition, it was anticipated that the information generated from such a study would have province-wide implications for ESL instruction.

The study sought to evaluate current ESL program effectiveness while at the same time assessing unmet needs. Therefore, five research questions were posed. These included:

1. STUDENT NEEDS

   What special need of the English as a Second Language student population need to be addressed by the Calgary Board of Education's English as a second Language program?

2. PROGRAM NEEDS

   What is the most effective way or ways to organize, administer and deliver the Calgary Board of Education's English as a Second Language program in order to meet student needs effectively?

3. STAFF NEEDS

What considerations related to the teaching staff of the Calgary Board of Education's English as a Second Language need to be addressed in order to ensure the program's effectiveness?

4. RESOURCE NEEDS

What resources are required and how should they be deployed in order to operate the Calgary Board of Education's English as a Second Language program effectively?

5. COMMUNICATION NEEDS

What methods should be employed to ensure that information regarding ESL students, their needs and progress, can flow easily both through the system and to and from their homes?

The ESL Evaluation Study was limited to individuals involved either directly or indirectly in the Calgary Board of Education's English as a Second Language program during the period January to June, 1982. Based on information collected in Phase I of the Evaluation Study, the following list of study participants was developed:

1. ESL Students
2. Parents of ESL Students
3. ESL Teachers
4. Regular Teachers of ESL Students
5. Principals of Host Schools
6. Principals of Feeder Schools
7. Central Office, and ESL Administrators

ESL Students were considered students whose first language was other than English, who had not yet achieved functional fluency in the English language, and who were receiving ESL instruction at the time the study was conducted.

Parents were considered to be either parents, brothers and sisters, relatives or guardians; in other words, whoever claimed responsibility for the care of the ESL student.

ESL Teachers were deemed those teachers, generally with specialized training in second language instruction, who were charged with the responsibility of teaching English to ESL students in order to prepare them for success in regular classes at their appropriate grade level.

Regular Teachers of ESL Students were defined as those teachers in the normal school program who had ESL students participating in their classes in addition to the specialized ESL classes.

Principals of Host Schools were defined as principals of schools housing ESL classes.

Principals of Feeder Schools were considered principals of schools without ESL classes who transported ESL students to a Host School on a regular partial-day basis for ESL instruction. This group of principals was limtied to Elementary School only, as all Junior and Senior High Schools in the study had ESL classes and were therefore considered Host Schools.

Central Office and ESL Administrators involved in the study were those administrators in the Calgary system whose administrative functions were at least partially related to the operation of the ESL program.

Both major forms of program delivery as defined in Chapter I were examined; specifically, the Partial Day Model, employed in Elementary Schools, and the Reception Class Model, employed in the Junior and Senior High Schools. In addition, the three experimental projects outlined in Chapter I were scrutinized. These included the Resource Room Withdrawal Project at Acadia School, the Itinerant Teacher Withdrawal Project in a number of Elementary Schools in the East Area, and the Pre-Employment Pre-Vocational English as a Second Language (PEPVESL) Project at Forest Lawn Senior High School.

The study was designed in such a way that a representative sample of Host Schools became focal points. They provided the pool from which study participants were selected. All investigation was limited to those schools, their Feeder Schools and their administrators.

Data was collected by means of interviews and questionnaires. Structured interviews were used with Elementary ESL students and parents of ESL students, while informal interviews were conducted with Central Office, and ESL administrators. Questionnaires contained both structured and open-ended items and were administered to Secondary ESL students, ESL teachers, regular classroom teachers, and Host and Feeder principals.

The following sections will present a detailed explanation of sampling procedures, instrumentation, data collection procedures and data analysis methods employed in the study, along with some comments on limitations of the study.

2. SAMPLING PROCEDURES

A multi-stage cluster sampling method was employed in the study to identify participants. The first stage involved the selection of clusters, or schools. This stage also identified the Host principals (or principals of schools with ESL classes), and the ESL teachers who would participate in the study.

The second stage involved the selection of ESL student and parent participants. This stage also identified the pool of regular classroom teachers of ESL student from which participants would be selected.

The third stage involved the selection of regular classroom teachers and Feeder principals who would participate in the study.

In summary, the sampling procedures employed in this study provided a representative base of 57% of all schools hosting ESL classes, 22% of all ESL students represented by either themselves or their parents, 62% of all ESL teachers, 2% of all Regular Classroom Teachers and 16% of all principals of regular schools. A detailed explanation of sampling procedures follows.

Stage 1 - Selections of ESL Schools, Host Principals, and ESL Teachers

To select the schools which would participate in the study, a stratified sampling method was employed. Using a February 8, 1982 ESL Staff List and the AGT Calgary and District White Pages phone book, it was possible to organize current schools with ESL programs into cells by city quadrant and school level (Table 5). In cases where a school appeared in two cells, the program with the lesser enrollment was deleted. For example: Langevin Elementary had 27 students, Langevin Junior High had 45 students; therefore, the elementary program was deleted.

A table of random numbers was employed to select approximately 50% of schools per cell. In fact 22 out of a possible 41, or 57% was selected. This selection procedure provided a pool of 758 ESL students, or 53% of the total population of 1425 ESL Students for further sampling. (Consult Table 6). In addition, this process identified the Host principals (22 participants) and the ESL teachers (42 participants) who would be involved in the study.

It had been planned to parcel out for separate study the schools involved in the three special projects referred to earlier; namely, the Resource Room Withdrawal Project at Acadia School, the Itinerant Teacher Withdrawal Project in six Elementary Schools in the East Area, and the Pre-Employment Pre-Vocational English as a Second Language (PEPVESL) Project at Forest Lawn Senior High School. In fact, Acadia School was identified in the sample selected and was treated in the regular manner. Only the other two projects required special treatment. The PEPVESL students were parcelled out of the total ESL population at Forest Lawn Senior High School, also identified in the sample. A 50% random sample of schools involved in the Itinerant Teacher Withdrawal Project was selected; specifically, Annie Foote, Pineridge and Falconridge.

TABLE 5

SCHOOLS WITH ESL CLASSES BY SCHOOL TYPE AND CITY QUADRANT

SCHOOL TYPE / CITY QUADRANT	N.E.	N.W.	S.E.	S.W.
ELEMENTARY	Alex Munroe * Catherine Nichols Gunn Langevin (d) * Riverside Bungalow	* Brentwood * Cambrian Heights Kensington Road	* Acadia James Short Memorial Maple Ridge * Mountain View * Patrick Airlie Victoria	Calgary Hebrew * Connaught Glenbrook Kingsland * Rosscarrock Spruce Cliff * Windsor Park
JUNIOR HIGH	* Bob Edwards Georges P. Vanier * Langevin	* Parkdale * Senator Patrick Burns Sir John A. MacDonald	* Ernest Morrow Ian Bazalgette * Sir Wilfred Laurier Victoria (d)	* A.E. Cross Calgary Hebrew (d) Mount Royal * Woodman
SENIOR HIGH		Crescent Heights * James Fowler * Queen Elizabeth	**Forest Lawn Lord Beaverbrook	Central Memorial * Ernest Manning

(d) deleted from selection procedures

* selected for the study
** excluding PEPVESL program

TABLE 6

SCHOOLS WITH ESL CLASSES SELECTED AS STUDY SAMPLE

PROGRAM TYPE	AREA	SCHOOL	#ESL STUDENTS
Elementary	N.E.	Catherine Nichols Gunn	13
		Riverside Bungalow	25
	N.W.	Brentwood	33
		Cambrian Heights	32
	S.E.	Acadia	28
		Mountain View	85
		Patrick Airlie	38
	S.W.	Connaught	40
		Rosscarrock	20
		Windsor Park	14
			329
Junior High	N.E.	Bob Edwards	34
		Langevin	45
	N.W.	Sen. Patrick Burns	25
		Parkdale	19
	S.E.	Sir Wilfred Laurier	21
		Ernest Morrow	7
	S.W.	Woodman	48
		A.E. Cross	32
			231
Senior High	N.E.	—	
	N.W.	James Fowler	35
		Queen Elizabeth	42
	S.E.	*Forest Lawn	63
	S.W.	Ernest Manning	58
			198
		TOTAL	758

* excluding PEPVESL students

As the Calgary Board of Education administers its schools in five Areas as opposed to the four city quadrants, a table has been developed which transposes the complete list of sample schools (including special projects) into administrative Areas (Table 7).

Identification of the sample schools immediately identified the ESL teachers and Host principals to be involved in the study. All of these people, or 100%, were selected.

Stage 2 - Selection of ESL Students and Parents of ESL Students

Student selection was treated differently at the Elementary and Secondary levels. Class lists were collected from the ESL classes in the 10 Elementary schools selected for the study. After a random start, every fifth student name, or 20% of the population, was selected for an interview. For the Itinerant Teacher Withdrawal Project, 100% of the students in the three schools was selected.

At the Secondary school level, class timetables for classes above the beginner ESL level were collected for the 12 Junior and Senior High Schools selected for the study. As the questionnaire would be administered in a group setting, it was decided that classes rather than individuals would be randomly selected. Therefore after a random start, one class per sample school was selected for participation in the study, in addition to the PEPVESL class, making numbers at the Secondary level larger than the proposed 20%. (Consult Table 8 for an analysis of proposed and actual student numbers.)

TABLE 7

SAMPLE SCHOOLS BY ADMINISTRATIVE AREA

ADMINISTRATIVE AREA	SCHOOL TYPE	SAMPLE SCHOOL	CITY QUADRANT
North	Elementary	Brentwood	N.W.
		Cambrian Heights	N.W.
		Catherine Nichols Gunn	N.E.
	Junior High	Parkdale	N.W.
		Senator Patrick Burns	N.W.
	Senior High	James Fowler	N.W.
		Queen Elizabeth	N.W.
East	Elementary	Mountain View	S.E.
		Patrick Airlie	S.E.
		Riverside Bungalow	N.E.
	Junior High	Bob Edwards	N.E.
		Ernest Morrow	S.E.
		Langevin	N.E.
		Sir Wilfred Laurier	S.E.
	Senior High	Forest Lawn	S.E.
West	Elementary	Rosscarrock	S.W.
	Junior High	A.E. Cross	S.W.
	Senior High	Ernest Manning	S.W.
Southwest	Elementary	Windsor Park	S.W.
	Junior High	Woodman	S.W.
	Senior High	-	
Southeast	Elementary	Acadia	S.E.
		Connaught	S.W.
	Junior High	-	
	Senior High	-	

TABLE 8

PROPOSED AND ACTUAL ESL STUDENT PARTICIPANTS

SCHOOL TYPE	SCHOOL	ESL STUDENT POPULATION	PROPOSED SAMPLE	ACTUAL SAMPLE
Elementary	*Acadia	28	6	5
	*Annie Foote	4	4	4
	Brentwood	33	7	7
	Cambrian Heights	32	6	6
	Catherine Nichols Gunn	13	3	3
	Connaught	40	8	11
	*Falconridge	7	7	7
	Mountain View	85	17	16
	Patrick Airlie	38	8	8
	*Pineridge	8	8	8
	Riverside Bungalow	25	5	5
	Rosscarrock	20	4	3
	Windsor Park	14	3	3
	TOTAL	347	86	86
Junior High	A.E. Cross	32	6	13
	Bob Edwards	34	7	9
	Ernest Morrow	7	1	9
	Langevin	45	9	9
	Parkdale	19	4	11
	Sen. Patrick Burns	25	5	19
	Sir Wilfred Laurier	21	4	7
	Woodman	48	7	8
	TOTAL	231	43	85
Senior High	Ernest Manning	58	12	18
	Forest Lawn	63	13	21
	*PEPVESL	12	12	10
	James Fowler	35	7	10
	Queen Elizabeth	42	8	12
	TOTAL	210	52	71
TOTAL NUMBER OF STUDENTS		788	181	242

* Special Projects

In summary, 31% of the student pool of 788 (including Special Projects), or 242 students participated in the study (Table 9). This was 17% of the total ESL student population of 1425 students.

The selection of parents of ESL students proceeded in a similar fashion. At the Elementary level, the same class lists were employed. After a random start, every tenth student name, or 10%, was selected to identify a parent name. At the Secondary level, class lists were obtained for the classes selected for administration of the ESL Student Interview/Questionnaire and every tenth name was selected for parent identification. Parents involved in the Itinerant Teacher Withdrawal Project and the PEPVESL Project were handled in a similar fashion at the 10% level. A list of 78 parents was thus developed. It must be noted that these parents were not the parents of the ESL students taking part in the study. Therefore, the pool of students was broadened by parent representation so that 320 students or parents of students, or 22% of the total ESL student population, were represented in the sample.

Stage 3 - Selection of Regular Classroom Teachers and Feeder Principals

The selection of regular classroom teachers took place in the following manner. At the Elementary level a list of regular classroom teachers was developed by consulting the interview data provided by Elementary ESL student participants. After a random start, every third teacher was selected. At the Secondary level, ESL teachers in each sample school were asked to provide the names of three regular classroom teachers who had ESL students in their classes. Thus a sample of 70 regular classroom teachers was devised.

TABLE 9

SUMMARY OF ESL STUDENT PARTICIPANTS

SCHOOL TYPE	NUMBER OF SCHOOLS IN STUDY	ESL STUDENT POPULATION	PROPOSED SAMPLE	%	ACTUAL SAMPLE	%
Elementary	13	347	86	25%	86	25%
Junior High	8	231	43	19%	85	37%
Senior High	4	210	52	25%	71	34%
TOTAL	25	788	181	23%	242	31%

The list of Elementary regular classroom teachers mentioned above provided the Feeder principals to be involved in the study. The principals of all twelve Feeder Schools represented by Elementary regular classroom teachers in the study, or 100%, were selected.

In summary, then, sampling procedures led to the selection of the following study participants:

242	ESL Students
78	ESL Parents
42	ESL Teachers
70	Regular Classroom Teachers
32	Principals (22 Host, 12 Feeder)

In addition, administrators were interviewed in an informal manner as their roles became evident as impinging on the ESL program.

3. INSTRUMENTATION

In general terms, activities employed in the development of the instruments included the following:

1. Development of Draft 1 of the interview/questionnaire based on issues highlighted in Phase I of the ESL Evaluation
2. Revisions based on initial feedback from the Evaluation team members
3. Development of Draft II
4. Field testing and circulation to the ESL Evaluation Steering Committee members
5. Revisions based on feedback from the Field Test participants and Steering Committee members
6. Development of the Final Version of the interview/questionnaire
7. Printing

The majority of study participants had to be polled prior to the end of the school year, June 30, 1982. As Phase II of the ESL Evaluation Study commenced in March, 1982, time was limited for instrument development. Consequently, several of the above activities occurred simultaneously. Table 10 provides an outline of the schedule adhered to for the process of instrument development.

Copies of the five instruments employed in the study are provided in Appendix 1.

4. DATA COLLECTION

The return rate of questionnaires and the completion of interviews was extremely high, with all instruments being completed and returned at the 90% rate or higher. This unusually high completion rate must be judged as due to the enthusiasm of the participants and to the clarity of questionnaire construction. Certainly for Calgary Board of Education employees, the timing of questionnaires came at their busiest season and yet their ongoing interest in the topic of the ESL Evaluation is demonstrated by their completion rates. Table 11 provides a summary of instrument completion rates.

An explanation of the data collection methods employed in the ESL Evaluation study for each instrument follows.

TABLE 10

SCHEDULE FOR INSTRUMENT DEVELOPMENT

INSTRUMENT	DRAFT I	DRAFT II	FINAL VERSION
ESL Student Interview/ Questionnaire	March 22--April 8	April 13—April 23	April 26
ESL Parent Interview	April 26--May 14	May 17 --May 25	May 26
ESL Teacher Questionnaire	May 3—May 14	May 17 —June 7	June 8
Regular Classroom Teacher Questionnaire 14	May 17—May 28	May 31 —June 11	June 14
Principal Questionnaire	June 1—June 11	June 14 —June 22	June 23

TABLE 11

SUMMARY OF INSTRUMENT COMPLETION RATES

QUESTIONNAIRE	# OF COPIES CIRCULATED OR ANTICIPATED	# OF COPIES COMPLETED AND RETURNED	% OF TOTAL
ESL Student Interview/ Questionnaire	242	242	100%
ESL Parent Interview	78	71	91%
ESL Teacher Questionnaire	42	41	98%
Regular Classroom Teacher Questionnaire	70	63	90%
Principal Questionnaire	34	32	94%

ESL Student Interview/Questionnaire

As mentioned previously, Elementary and Secondary students were handled differently. The 86 Elementary students were interviewed individually by the ESL Evaluation team's Research Assistant using the ESL Student Interview/Questionnaire as a guide to questioning.

Despite the youth of some of the respondents, the students were judged by the interviewer as being open and eager to talk. All but one of the Elementary students were able to respond to the interviewer in English. This one student required a Chinese interpreter. Generally, the interviews took twenty minutes.

At the Secondary level, the ESL Student Interview/Questionnaire was administered in a class setting as a questionnaire to 156 ESL students, the Research Assistant and ESL teachers circulating to respond to individual questions. Students were judged by the Research Assistant as being anxious to make their responses as correct as possible. Generally, the questionnaire took forty minutes to complete in this manner.

ESL Parent Interview

Parents were contacted by the ESL Program's multilingual reception clerk to set up appointments for interviews. At that time, the need for an interpreter was identified and the appropriate interpreter engaged. The Research Assistant and an interpreter then visited the parents in their homes, usually in the evening or on weekends. The Research Assistant judged the reception of the interview as favourable on the part of all parents. They greeted enthusiastically the Calgary Board of Education's interest in their opinions regarding their children's progress in school. Frequently, the whole family was present. Occasionally the parents had difficulty responding to certain questions if their own educational experience had been limited. The interviewer judged the parents' ability to speak English for Item A14 ("How much English do you speak?") according to the following scale:

"No English"
The parent cannot speak any English.
(Translator required.)
"A little English"
The parent can communicate needs in single phrases. In conversation, meaning may be lost.
(Translator required.)
"Quite a bit of English"
The parent can function in normal conversation with some hesitation; however, meaning is easily discovered.
"He/she speaks English well"
The parent can function in face-to-face conversation at normal speed with normal comprehension.

The interview lasted from approximately forty-five minutes to an hour. In all 71 parents were interviewed.

ESL Teacher Questionnaire

The ESL Teacher Questionnaire was circulated through the Calgary Board of Education's interoffice mail to the 42 ESL teachers working in the study's 22 sample schools. A return envelope was provided, coded to help identify late questionnaires. Follow-up phone calls were made and all but one questionnaire, or forty-one, were returned. This missing questionnaire was apparently sent to the University of Calgary by mistake and was lost.

Regular Classroom Teacher Questionnaire

The Regular Classroom Teacher Questionnaire was circulated by interoffice mail to 70 regular classroom teachers in 30 schools (11 Feeder Schools and 19 Host Schools). A return envelope was provided, coded to help identify late questionnaires. Follow-up phone calls were made and 63 questionnaires were returned.

Principal Questionnaire

The Principal Questionnaire was circulated by interoffice mail to 34 principals in 22 Host Schools and 12 Feeder Schools. It was later discovered that one Host School, Riverside Bungalow, which also houses the ESL Program administrative offices, had no principal and therefore the questionnaire was deleted. All the questionnaires were returned; however, the principal of one Host School returned his copy blank. Therefore, a total of 32 questionnaires provided usable data.

5. DATA ANALYSIS

The ESL Evaluation instruments provided two types of data for analysis; numerical data resulting from Likert scale and Yes-No responses, and open-ended responses and comments. The numerical data was analyzed through use of the computer program, Statistical Package for the Social Sciences (SPSS). The open-ended responses and comments were analyzed for frequency and subjected to content analysis procedures involving the development of categories and the summarizing of responses. A more detailed explanation of data analysis techniques follows.

Statistical Analysis

Questionnaire items with numerical responses were analyzed by the SPSS program resulting in a number of statistical functions for further analysis. The following functions provided useful information for the Evaluation Study:

Frequency Analysis - numbers of responses per questionnaire item and sub-item
Chi-square Test - disparity between actual and expected frequencies (SPSS, 223)
Cramer's V - degree of the relationship of the Chi-square Test (Popham, 276)
Phi - similar to Cramer's V for a two-by-two table (SPSS, 224)
Pearson Product-Moment Correlation Coefficient - degree and value of a linear relationship (Popham, 70)

Content Analysis

Open-ended responses and comments were submitted to rigorous content analysis techniques as outlined below (Barrington, 1981):

A. Development of Categories
   1. Responses unitized
   2. Responses coded by group
   3. Responses sorted by question number
   4. Categories determined for each question
   5. Responses resorted into categories

B. Summary of Responses
   1. Category descriptors developed
   2. Similar responses compiled
   3. Similar responses paraphrased
   4. Unique responses edited
   5. Summary of responses for each question prepared

The results of each questionnaire are summarized in Chapter IV.

6. LIMITATIONS OF THE STUDY

At least two limitations to the study are evident to the researcher. The first involves ESL Program changes; the second is related to unconscious bias.

ESL Program Changes

The nature of the ESL Program is such that it responds to the fluctuation in demand for services. During the course of the study, ESL students entered the program, withdrew, completed, and changed schools. Student numbers fluctuated between 1467 in January, 1982 and 1344 in September. Staffing, from January to June, 1982 was increased by 3.2 full-time equivalent positions.

In addition, program changes were made. The Resource Room Withdrawal Project at Acadia School was terminated at the end of June, 1982. A program somewhat similar to the PEPVESL program at Forest Lawn Senior High School was opened at Jack James Secondary Vocational School. The Itinerant Teacher Withdrawal Project was expanded to employ a total of 3.6 teachers working in four Areas as of September, 1982. And the development of a Multi-cultural Assessment Centre began also in September, 1982.

Therefore the picture of the ESL Program presented by the Evaluation study no longer reflects the reality of the Program and must be viewed with a certain flexibility.

Unconscious Bias

The research team was limited to four members, a Coordinator and three Research Assistants, one of whom conducted the interviews, another analyzed data, and the third conducted a review of the literature and prepared the information on the Canadian context of ESL provided in Chapter II. Although checks were built into the study, it is possible that unconscious bias was evidenced in the interpretation of data. Also, during the course of data analysis, it became evident that questionnaire construction for students and parents had been biased towards an immigrant population. However, particularly in the Itinerant Teacher Withdrawal Project, this turned out not to be the case and several Canadian-born non-English speakers had trouble interpreting such questions as, "How many years did you go to school in your own country?" When problems such as this occur in the data, a footnote appears for clarification.

To counteract unconscious bias and to help broaden the perspective of the study, an additional factor was built into the study design. An out-of-province ESL expert reviewed study data and recommendations and prepared a letter of validation which is provided in this report on pages vi and vii.

CHAPTER IV - SUMMARY OF FINDINGS

This chapter provides a summary of findings for each of the five instruments used in the Evaluation Study. Appendix 3 provides these results in table form.

1. ESL Student Interview/Questionnaire

A. OVERALL

In all, 242 students were polled, mainly in the North and East Areas; 72% were Asian, 11% European, and the rest of other nationalities, including Canadian. Approximately one-third of the students were in each of Elementary, Junior High, and Senior High Schools. Particularly at the Senior High level, but for all students over 13, a difference was apparent between the students' expected and actual years of schooling, indicating, in many cases, an interrupted education and, in others, simply a lack of schooling. In addition, 11% of students were placed in grades below what would be expected for their age.

Most of the students in the sample lived with their parents; 38% of their mothers were not employed, as were 17% of their fathers. Their mothers' English language skills lagged noticeably behind their fathers'. Forty-two percent said that their parents had never met their teachers. The frequency of parent-teacher contact decreased as age/grade increased so that at the Senior High level, two-thirds of the students said that their parents had never visited the school. Many did not want increased, contact citing their parents' lack of English skills as the main reason.

At the Secondary level, 36% of the ESL students held part-time jobs. Most of the students over 16 worked between 25 and 40 hours per week, generally cleaning offices or working in restaurants. Senior High students felt particularly pressed for time and had little chance outside school to practice their English.

The students were overwhelmingly positive about school in Calgary and liked both ESL and regular classes. Elementary and Junior High students were particularly satisfied with ESL, thought their teachers were good and that school was fun, while Senior High students felt dissatisfied and did not think they were learning English fast enough. Many had enjoyed school in their former country particularly because they had had friends there. Many had experienced trouble in adjusting to their Canadian school; 64% had received help from their ESL teacher. The lack of Canadian friends seemed to be the major problem experienced by ESL students; only 32% visited with Canadian friends at least once a week.

Fifty-three Elementary students travelled from Feeder to Host Schools by taxi and 74% of them were satisfied with the arrangement.

Secondary students indicated some interest in the program changes suggested in the questionnaire. They wanted to have tutorial services in ESL once they were in regular classes and no longer receiving ESL instruction. They also wanted transition classes in content areas and increased vocational programming.

B. SPECIAL PROJECTS

The five students in the Resource Room Withdrawal Project at Acadia School were generally satisfied with school and with ESL, but all had experienced trouble in adjusting to the school; most were between the ages of 6 and 9. Only two students saw Canadian friends regularly and two wanted increased parent-teacher contact.

The 18 students interviewed who were involved in the Itinerant Teacher Withdrawal Project had been in Canada more than two years. Some were born here. They were generally between the ages of 6 and 9. Many were unaware that they were receiving ESL instruction. Many indicated having Canadian friends, although few saw them regularly. None had experienced trouble adjusting to school. Most did not know if they wanted increased parent-teacher contact.

The 10 students in the PEPVESL Project at Forest Lawn High School were generally between the ages of 16 to 18. Most were Asian. Six students had had six years of schooling or less. Six students also cleaned office buildings, most working between 25 and 40 hours per week. Only half of them were satisfied with ESL and felt they were learning English fast enough. Only one student saw Canadian friends frequently. Most wanted increased parent-teacher contact, tutorial services, transition classes, credit for ESL, and additional vocational programming.

2. ESL Parent Interview

A. OVERALL

Seventy-one parents of ESL students were interviewed using an interpreter where necessary. Their children attended schools mainly in the East, North, and West Areas. Sixty-five percent were Asian, 18% European, and the rest were Other Nationalities, or did not respond to the question; 47% were mothers, 31% fathers, and 21% brothers or sisters of ESL students. There were approximately equal numbers of parents representing each student age category. The schooling differential was again apparent, particularly for students over the age of 13; 25% of students aged 16 to 18 had four to six years of schooling in their former country. A certain amount of secondary migration was evident as 29% had been in Canada less than a year, but 41% had been in Calgary less than a year. Eighty percent of parents were employed, 79% spoke little or no English, 63% had never visited their child's school.

Overall, parents were satisfied with a number of aspects of their child's education: their child's adjustment to Calgary (European and Vietnamese parents were particularly satisfied, parents from Hong Kong tended to be dissatisfied); their child's placement in ESL and in his grade, although some parents indicated that their child had been placed below his age group; the assessment of their child's English skills, the method of ESL instruction and supplementary language instruction in regular classes; their child's ease in ESL and regular classes; their child's speed of language acquisition and progress in regular classes;

their child's ability to maintain his native language and cultural identity; and information received from the school about the child.

Parents indicated only borderline satisfaction with the following aspects of their child's education: the child's ability to make Canadian friends; information received about extra-curricular activities; and information received about subjects their child should be taking in school.

Parental dissatisfaction was evident in the following areas: the degree of contact with ESL teachers, regular teachers, the Host School and Feeder School; awareness of counselling, library, learning assistance, interpreter, and tutorial services; and awareness of help for parenting.

Comments were most enthusiastic and positive at the Elementary level where several parents reported their child's progress as rapid; however, several also indicated the presence of learning problems which needed to be addressed. Parents of Junior High students were also positive in response, but a number reported student problems with grammar, vocabulary and content areas and several requested more time for ESL. At the Senior High level, parents were concerned with the need for integration into regular classes, the lack of homework, and the need for guidance. Throughout, parents commented on their children's lack of Canadian friends. None viewed it the school's responsibility to maintain their cultural heritage. It is interesting to note that cultural heritage was not an issue for parents of Senior High students.

B. SPECIAL PROJECTS

Three parents whose children were involved in the Resource Room Withdrawal Project at Acadia were interviewed. Two were Asian, one was in the Other Nationality category; two were employed; two spoke English well; two had visited the school. All were positive regarding their child being transported by taxi to school. There was only one aspect of their child's education about which all three were positive: the supplementary language instruction provided by regular classes. Two out of three were positive regarding 10 aspects of their child's education; all could only provide indeterminate responses in seven areas; and the majority were negative or divided in seven areas. Comments were mostly negative in nature, although good communication was cited between the ESL and regular teachers. Learning problems provided the most concern for parents. Finally, all felt that their children would probably lose their cultural heritage.

Four parents of students involved in the Itinerant Teacher Withdrawal Project were interviewed representing a number of nationalities including Canadian. Two were fathers, two brothers or sisters; all were employed and had good English skills; three had visited the school. All four parents were satisfied with 11 aspects of their child's education; indeterminate in nine areas; and divided in five areas. Their comments generally reflected satisfaction with their child's progress; one parent was negative regarding the child's placement in a grade too low for his age; and comments tended to be negative regarding maintenance of cultural heritage.

Four parents of students in the PEPVESL Project were interviewed. Three were Asian, one was Another Nationality; all were fathers; two were employed; all spoke only a little or no English; only one had visited the school. The schooling differential was evident in this group; two students had less than six years of schooling in their former country, two had less than nine. All had been in Canada between 19 and 24 months. The parents were satisfied with seven aspects of their child's education; the majority were satisfied with four additional aspects; and the majority were indeterminate or negative about 15 other areas including their child's inability to make Canadian friends. Most comments were negative and identified the lack of help in English from regular classes, the lack of Canadian friends, and the lack of contact with the school.

3. ESL Teacher Questionnaire

Forty-one out of a possible 42 ESL teachers returned their questionnaires indicating a high level of interest in the Evaluation Study. Slightly more than one-third taught each of Elementary and Senior High school, while just less than one-third taught Junior High. The largest proportion taught in the North Area, followed by the Southwest and Southeast Areas, while fewer taught in the East and West Areas. Teacher attitudes related slightly to their location, with those in the North and Southeast Areas strongly in favour of standardized achievement testing for ESL. Teachers in the West Area tended to be undecided on a number of issues.

Most teachers had a full-time ESL teaching assignment. There was a relationship between teaching assignment and teacher attitudes: the smaller the teaching assignment (i.e., .6 or .4 of a full-time position) the less secure the teacher felt as a staff member, the less adequate she judged communications with the principal, and the less committed she felt on a number of issues.

The majority of ESL teachers saw between 21 and 40 students per day. The number of students a teacher saw tended to influence teacher attitudes in two areas: those who saw less than 30 students per day felt that they provided adequate support for students' cultural needs, while those who saw more than 30 students did not; and those teachers who saw less than 40 students per day felt that they could use additional support from parent or student volunteers, while those who saw more than 40 did not.

Most ESL teachers spoke another language although their first language was English. One hundred percent of those who spoke another language felt that it helped them teach ESL. Being able to speak another language influenced a number of teacher attitudes. These teachers felt more strongly the need for administrative guidelines to deal with ESL students; they felt more strongly that additional support was needed from school system psychologists and speech pathologists; and they felt better able to meet ESL students' social and cultural needs than did those who spoke only English.

The amount of preparation time allotted to ESL teachers tended to be either less than 30 minutes per day or between 30 and 90 minutes per day. Those teachers with between 30 and 60 minutes of prep time per day were somewhat more positive about meeting students' emotional and cultural needs and also felt more strongly a part of their school staff.

ESL teacher training and professional development appeared to be somewhat limited. While 84% had attended university courses in ESL instruction, only half of them had taken three or more courses. Seventy-one percent had read three or more texts on ESL on their own; 66% had read three or more journal articles on ESL this year; 51% had ever attended three or more conferences on ESL; and 49% had attended three or more in-service activities this year.

Many teacher attitudes were related to training and professional development activities. Generally those with more training, or who had acquired knowledge through personal efforts, tended to have stronger, more unanimous opinions than those without training or who had not made efforts to acquire knowledge related to ESL. Those with more formal training felt more strongly that transportation arrangements interfered with both the teaching and the learning process; they felt more strongly the need for ESL program entrance and exit standards; and they felt more strongly that additional support was needed from para-professionals and resource room teachers. Those who had read more texts on ESL instruction on their own tended to feel that regular classes did not provide effective supplementary language instruction and that ESL teachers did not have enough professional development time. Those who had read more journal articles during the year felt that the regular school environment did not support students' emotional needs; that ESL teachers did not have adequate prep time; that there was a need for curriculum consistency within each Division; and that more support was needed from resource room teachers. Those teachers who had attended three or more in-service activities related to ESL during the year tended to be somewhat more supportive of the current ESL program: they agreed with students' placement in ESL more strongly than those who had attended fewer in-service activities; they felt more strongly that the system was responsive to changes in the ESL student population during the school year; and they supported the concept of independent study projects for Secondary ESL students.

All levels of ESL teachers were very dissatisfied with the students' assessment prior to placement, but Elementary teachers, in particular, reported this concern. Only 44% of all the teachers felt that students had been placed in the appropriate grade and, at the Elementary level, diversity of teacher comments reflected differing practices. Only 56% of the teachers felt that students were placed in the appropriate ESL class; dissatisfaction appeared to be most evident at the Senior High level.

The teachers were somewhat satisfied with their ability to meet students' instructional and social needs, but were dissatisfied with their ability to meet emotional and cultural needs except at the Elementary level where opinions were reversed. They had a very low opinion of regular classroom teachers' ability to meet any ESL student needs except at the Junior High level where support was evident for regular classroom teachers meeting instructional and social needs. Elementary and Senior High ESL teachers had indeterminate opinions regarding the regular school environment meeting any ESL student needs while Junior High teachers reacted negatively.

Generally, teachers indicated that the staffing ratio of 12:1 was appropriate for the ESL classroom; however, comments made by several teachers claimed that in reality the ratio was 20:1.

Most teachers felt that their positions were secure except at the Elementary level where teachers indicated a certain lack of administrative support.

Teachers were generally satisfied with the number of in-service activities provided, but comments indicated that the activities were neither theoretical nor practical enough and that their scheduling caused problems. They did not feel that enough time was provided for professional development and comments indicated a desire to choose activities; some teachers felt locked in to school-based professional development activities. In addition, they felt that they did not have enough preparation time.

Generally, teachers felt that the system was somewhat responsive to fluctuations in the ESL population, but comments at the Elementary and Junior High level were negative.

The teachers supported a number of ESL program developments, specifically: a guide for ESL resource materials, curriculum consistency for each Division, curriculum development, and curriculum guidelines (either locally or provincially developed); administrative guidelines for dealing with ESL students and also for providing for ESL students with multiple handicaps; entrance and exit standards for ESL and standardized achievement testing in ESL; and ESL program articulation with the regular program.

Additional support services were wanted in the form of interpreters, home-school liaison workers, guidance counsellors, para-professionals, school psychologists, resource room teachers and parent or student volunteers.

Elementary ESL teachers indicated overwhelmingly that transportation arrangements interfered with both the teaching and learning process. Most agreed that the language needs of ECS through Grade 2 children were better served in the regular classroom; however, just over half of them wanted to see the Itinerant Teacher Project expanded.

Secondary ESL teachers supported the following proposed program changes: credit for ESL classes; tutorial services; additional vocational programming; transition classes taught by either ESL or content teachers; and reception classes for new ESL students.

Most ESL teachers felt that communication was adequate between themselves and their principals, the ESL consultant and the regular classroom teachers of their ESL students. They indicated strongly that communication with the parents of ESL students were inadequate.

Overall, Elementary ESL teacher attitudes tended to be positive and Senior High ESL teachers somewhat less positive, while Junior High ESL teacher attitudes were divided on a number of issues.

4. Regular Classroom Teacher Questionnaire

Ninety percent of the regular classroom teacher sample, or 63 teachers, returned their questionnaires. Most of these teachers saw five or fewer ESL students per day. They taught Mathematics, Physical Education, Science, Social Studies or Typing. Half of them taught in the Elementary School, one-third in Junior High and the rest in Senior High. Teacher attitudes were related to the level of the teacher's school: 60% of Elementary and

Junior High teachers felt positive about their ability to provide effective supplementary language instruction; 77% of Senior High teachers felt that they were not meeting ESL students' language needs.

The largest proportion of teachers worked in the East Area, followed by the North, Southeast, West, and Southwest Areas. Teacher attitudes towards expansion of the Itinerant Teacher concept varied by Area: Elementary teachers in the West and East Areas strongly supported expansion of the concept, those in the North Area were somewhat positive, those in the Southeast Area, undecided, and the single teacher in the Southwest Area, strongly opposed.

Generally, regular classroom teachers were positive about the work of ESL teachers and the overall school environment meeting ESL student needs. However, they felt that no one was meeting students' cultural needs. As for themselves, they viewed their ability to meet language needs negatively while they felt positive about their ability to meet social and emotional needs.

The majority of Elementary teachers did not feel that transportation arrangements interfered with either the teaching or the learning process; however, teachers' comments regarding transportation were generally negative. Approximately half supported the Itinerant Teacher concept, but comments were mainly positive.

Secondary teachers supported the suggested ESL program changes of providing tutorial services, additional vocational programming, transition classes in ESL using content and full-time in-school reception classes.

Generally, teacher attitudes were divided or indeterminate regarding adequacy of communication about ESL students in most areas, but they felt positive about communication with the ESL coordinator and negative about communication with the guidance counsellor in their school. Comments indicated a desire to improve communication with parents of ESL students and with ESL teachers.

5. Principal Questionnaire

Thirty-two principals, or 94% of the sample, completed and returned their questionnaires. Twenty of the principals worked in Host Schools, housing an ESL program, while 12 worked in Feeder Schools, sending their ESL students to a Host School for ESL instruction.

Analysis of questionnaire responses indicated that on most topics, the attitudes of Host and Feeder principals varied dramatically, depending on whether they worked in Host or Feeder Schools. Ninety percent of Host principals thought the ESL teacher was meeting students' social needs, only 45% of Feeder principals agreed. Ninety-five percent of Host principals felt that communication with the ESL teacher was adequate, 67% of Feeder principals disagreed; 74% of Host principals felt that communication with the ESL consultant was adequate, 67% of Feeder principals disagreed. Seventy percent of Host principals thought that interpreter services were inadequate; the Feeder principals were undecided. On the other hand the Feeder principals supported the need for additional help from paraprofessionals, the Host principals were undecided.

In addition, principal attitudes varied according to school level. Nearly 60% of respondents worked in Elementary Schools (this figure was high because all 12 principals of Feeder Schools were, by definition, Elementary principals). Thirty percent worked in Junior High and 10% worked in Senior High. The need for additional support from guidance counsellors was strongly supported by Junior High principals, while Elementary principals strongly supported additional help from resource room teachers, and Senior High principals felt the need for administrative policies and guidelines to organize the ESL program within the school.

The greatest proportion of principals worked in the East Area, followed by the North, West, Southwest, and Southeast Areas respectively. Principals in the Southeast, East, and North Areas supported the suggestion to expand the Itinerant Teacher concept across the system for ECS through Grade 2 children; they also supported piloting the concept for Grades 3 through 6 children. Principals in the Southwest Area opposed both ideas. Principals in all Areas except the West Area felt that communication with the ESL supervisor was adequate; Feeder principals felt that communication with the regular classroom teachers of ESL students was adequate except those in the West Area. Host principals in the Southwest and East Areas felt positive about the criteria they had been provided with to evaluate ESL teachers, while those in the West, Southeast, and North Areas were dissatisfied.

Principal attitudes also varied according to the number of ESL students who were receiving ESL instruction, as well as according to the number of ESL students they had who were not receiving ESL instruction. Host Schools had up to 80 ESL students receiving instruction, but most fell in the 21 to 50 students category. Feeder principals had up to 30 ESL students receiving instruction, but most had fewer than 20. Those principals who had more than 40 ESL students were more positive about their own orientation to the ESL program; those with fewer than 40 ESL students wanted additional help from resource room teachers. Principals with up to 60 ESL students supported the need for administrative guidelines to deal with fluctuations in the ESL population during the year; those with more were divided. Most principals with up to 60 ESL students were satisfied with their communication with the ESL consultant; those with more than 60 were divided. Most principals with 21 to 40 ESL students felt that the language needs of Grades 3 through 6 children were better served in the ESL classroom; the rest of the principals were divided on the issue. Regardless of the number of ESL students that Feeder principals had who were receiving ESL instruction, all felt that policy was needed to refer ESL students for assessment and all felt that the school environment met students' social needs. They were undecided about the ESL teacher meeting emotional needs and generally negative about the adequacy of support from home-school liaison workers and guidance counsellors.

Most principals indicated that they had 20 or fewer ESL students not receiving ESL instruction who should be, but one Feeder principal indicated that there were between 61 and 70 students in that school who should have been receiving ESL instruction. In many cases, this principal's opinions varied from those of the larger group.

Principals reported a total of 18 ESL students with multiple handicaps; these appeared to be mainly related to learning problems.

Eighty-five percent of the principals had seen five or fewer parents of ESL students. Their attitudes were negative regarding the adequacy of communication with parents on a number of topics related to the ESL program, the regular program and school services.

Feeder principals were divided in their opinions regarding transportation interfering with either the teaching or the learning process. However, they all agreed that guidelines were needed for the organization of the ESL program within Host schools and for determining entrance into ESL classes. They felt that additional support should be provided by resource room teachers. Eight schools sent about five students to ESL class by taxi; three schools sent 11 or more students by taxi. Three schools sent about five students by bus; one school sent more than 15 students by bus. One school had approximately 15 students walking to their ESL class. Those principals who sent their students by taxi felt that the school environment supported students' social and emotional needs.

Generally speaking, Host principals supported the ESL teacher meeting student needs twice as strongly as Feeder principals. Host principals supported the regular classroom teacher's ability to provide supplementary language instruction much more strongly than did Feeder principals, but Feeder principals supported the regular classroom teacher meeting other needs more strongly than did Host principals. All principals were very positive about the school environment meeting all ESL student needs except cultural ones.

There was a relationship evident between Host principal attitudes about ESL teachers and their satisfaction with their own in-servicing on ESL teacher evaluation. Those who were satisfied with their in-servicing felt that ESL teachers met cultural needs, but those who were positive about ESL teachers meeting social needs were negative about their own in-servicing, and those who were positive about ESL teachers meeting language needs were negative about the teacher evaluation criteria with which they had been provided.

There was also a correlation between principal attitudes towards regular classroom teachers and expansion of the Itinerant Teacher concept for ECS to Grade 2 children. Principals who felt positive about regular teachers meeting ESL students' social and cultural needs supported expansion of the concept.

In addition, principals who felt that the school environment provided informal language experiences were positive about their own orientation to ESL student needs.

However, the more principals felt that regular teachers met students' emotional needs, the less they felt that communication with parents was adequate about course and program alternatives. And another interesting negative relationship proved to be that the more principals felt that the regular teacher supported cultural needs, the less they felt that teachers had been provided with adequate orientation to the ESL program and to ESL student needs.

Regarding ESL teacher needs, Feeder principals were generally only able to provide indeterminate responses. Host principals strongly supported the need for additional help from interpreters and home-school liaison workers, and supported the need for more help from resource room teachers, psychologists and guidance counsellors.

Opinions regarding the adequacy of ESL Teachers' Professional Development time were divided; however, there was strong support for holding a joint professional development day for Host Schools to enable ESL teachers to meet together. The area of professional development elicited more principals' comments than any other area: principals stressed the importance of staff orientation to the ESL program and ESL student needs and cited examples of professional development day programs on these topics which had worked well.

When asked to develop a personnel profile of hiring criteria for an ESL teacher, Host and Feeder principals had slightly differing views. Host and Feeder principals agreed that the criteria of Personal Suitability and Attitudes Towards Immigrant Children were important, but Host principals also thought Interpersonal Skills with Staff Members was important while Feeder principals preferred Training in Second Language Acquisition.

Generally, principals' attitudes towards their own orientation to the ESL program and the needs of ESL students were negative, while they were somewhat divided regarding orientation of regular staff to the same topics.

Host principals generally felt the need for a number of administrative policies related to the ESL program while Feeder principals made indeterminate responses.

Opinions regarding the Itinerant Teacher concept were varied. Host principals supported the suggestion that the needs of ECS through Grade 2 children were better served in the regular classroom, while Feeder principals disagreed. However, Feeder principals supported the expansion of the Itinerant Teacher concept for ECS through Grade 2 children across the system and also supported a pilot for Grades 3 through 6.

Secondary principals thought that transition classes for ESL students was a good idea whether they were taught by regular or ESL staff. They also supported additional vocational programming, tutorial services, credit for ESL, independent study projects and reception classes for new ESL students.

Feeder principals made negative or indeterminate responses regarding the adequacy of communication in most areas. Host principals felt positive about communication with the ESL teacher, the regular classroom teacher, and the ESL consultant and supervisor. All felt that communication with parents was inadequate. Most felt very uncertain regarding communication with the ESL student's "other" principal.

CHAPTER V - CONCLUSIONS AND RECOMMENDATIONS

Well, what of Shiu, John, Gurdeep, Ken and their peers? Generally speaking, they love going to school in Calgary and living in Canada. They like their ESL classes and their regular classes and most are satisfied that they are learning English fast enough. They only wish they had more Canadian friends.

Their parents, teachers, and principals tend to agree with them, but with a broader perspective, they also see some stresses and strains in the ESL program resulting from rapid growth.

Most of these problems can be ameliorated by the Calgary Board of Education through the development of policy in the area of ESL, through some program and curriculum changes, and through a heightened awareness of multiculturalism on the part of all staff members.

It is hoped that the conclusions and recommendations which follow will assist the Calgary Board of Education in providing appropriate educational experiences for ESL students, will help administrators cope effectively with a fluctuating ESL student population, and will provide Alberta Education with information which can be used in the consideration of ESL programs across the province.

The five research questions posed at the beginning of the study will provide a focus for both the conclusions drawn from the data collected and the resulting recommendations.

1. Student Needs (Research Question One)

What special needs of the English as a Second Language student population need to be addressed by the Calgary Board of Education's English as a Second Language program?

A. CONCLUSIONS RELATED TO RESEARCH QUESTION ONE

Student needs were divided into four areas: a) Instructional Needs; b) Social Needs; c) Emotional Needs; and d) Cultural Needs; and each will be referred to in turn.

a) Instructional Needs

Senior High students registered dissatisfaction with the speed of their acquisition of English, while Elementary and Junior High students were satisfied. In addition, while only half of all regular classroom teachers indicated that they were meeting students' supplementary language needs effectively, at the Senior High level, 77% of regular classroom teachers felt that they were not providing effective supplementary language instruction. Therefore, it can be concluded, at the Senior High level, that ESL students' instructional needs in both the ESL classroom and the regular classroom are not being adequately met.

Another need area related to Senior High students is their lack of schooling. In the age 16 to 18 category, 25% of students have had only four to six years of schooling in their former country. There is currently no booster-type program which addresses the need for academic and conceptual upgrading as well as language development.

At the Elementary level, principals in the study identified 18 ESL students with multiple problems or special learning needs. Several parents registered concern that their children's special learning needs were not being met and few were aware that the Calgary Board of Education provided learning assistance and resource room services. It appears that current ESL students are not being provided with those services available to regular students with special learning needs.

A final instructional need of ESL students at all levels involves assessment and placement. ESL teachers were dissatisfied with the adequacy of current ESL student assessment prior to placement and with placement in the appropriate grade. The comments of some parents supported these concerns.

b) Social Needs

The Social integration of ESL students is an area of which all staff members should be made aware. Only 32% of those students interviewed actually visit with Canadian friends outside of school at least once a week. Parents underlined the need for their children to have English-speaking friends. ESL teachers felt, in particular, that at the Junior High level, ESL students' social needs were not being met.

c) Emotional Needs

Although ESL teachers were viewed by other staff members as doing an excellent job, they themselves felt that they were not meeting ESL students' emotional needs adequately. Both ESL teachers and principals of Host schools felt that additional support should be provided by Guidance Counsellors and School Psychologists to aid ESL teachers in meeting students' emotional needs. In addition, at the Elementary level, regular classroom teachers were not perceived by ESL teachers as supporting students' emotional needs.

d) Cultural Needs

All staff members indicated that ESL students' cultural needs were not being met. The high priority given to the concept of Multicultural Liaison Workers by both ESL teachers and Host principals supported this view. Such workers would link ESL students and their families with the school and the community. A copy of the role description for similar workers in the Vancouver School Board is attached in Appendix 4. It must be noted that parents were generally satisfied with their children's ability to maintain both native language and cultural identity.

B. RECOMMENDATIONS RELATED TO RESEARCH QUESTION ONE

Based on these conclusions regarding ESL students' needs, the following recommendations are made:

RECOMMENDATION 1

That criteria, including time lines, be adopted for the complete integration of ESL students into regular classes at all levels in the school system, but particularly at the Senior High level.

RECOMMENDATION 2

That support services, such as drop-in tutorial services in schools, be provided in schools on an ongoing basis for ESL students who have been placed in regular classes.

RECOMMENDATION 3

That transition classes involving content areas be developed and taught by ESL and regular staff for both Junior and Senior High ESL programs and that completion of these courses be included on students' records.

RECOMMENDATION 4

That Alberta Education be approached regarding the granting of credit for satisfactory completion of transition courses at the Senior High level.

RECOMMENDATION 5

That a booster program be developed at the Senior High level for students having an educational gap of more than two years which would involve academic upgrading, career counselling for both students and their parents, and tutorials in the native language to aid conceptual development.

RECOMMENDATION 6

That the Calgary Board of Education confirm that all resources available to regular students be made available to ESL students, including such services as resource rooms, Learning Assistance Centres, school psychologists, and guidance counsellors.

RECOMMENDATION 7

That all ESL students be assessed to identify both language and educational needs prior to placement in schools and be assessed periodically thereafter to monitor progress.

RECOMMENDATION 8

That grade placement of ESL students be determined by their chronological age.

RECOMMENDATION 9

That a policy endorsing multiculturalism be adopted by the Calgary Board of Education, acknowledging the presence of students of all nationalities as an enriching factor for all.

RECOMMENDATION 10

That all schools, but in particular the Junior High schools, stress integrative social activities and foster multicultural awareness through such strategies as buddy systems, international games, and multicultural field trips.

RECOMMENDATION 11

That a team of para-professional Multicultural Liaison Workers be established to link ESL students, their parents, and their ethnic communities with school staff, the school, and community resources.

2. Program Needs (Research Question Two)

What is the most effective way or ways to organize, administer and deliver the Calgary Board of Education's English as a Second Language program in order to meet students' needs effectively?

A. CONCLUSIONS RELATED TO RESEARCH QUESTION TWO

There are currently two major delivery modes being employed by the ESL program: a) The Partial Day Model, which occurs at the Elementary level, involving the withdrawal of ESL students from Feeder Schools for a portion of the day and the transportation of them to a Host School in order to attend an ESL class; and b) The Reception Class Model, which occurs at the Secondary level, involving the permanent registration of ESL students in a school having ESL classes with increasing integration into regular classes. In addition, three special ESL projects were in operation in the 1980-81 school year. These were: c) The Resource Room Withdrawal Project at Acadia School with ESL students from outside the community being transported on a full-time temporary basis to the school for both ESL and regular classes; d) The Itinerant Teacher Withdrawal Project in the East Area involving one Itinerant Teacher travelling from school to school to provide support and materials for regular classroom teachers in Division I with ESL students fully integrated into their classes, as well as to work with ESL students on an ad hoc basis; and e) The Pre-Employment Pre- Vocational English as a Second Language (PEPVESL) Project at Forest Lawn Senior High School, providing an alternative course of study for a group of 15 ESL students who spent at least a year in ESL already, but whose progress had been slow. Each of these delivery modes and special projects will be addressed in turn. Finally, some conclusions will be drawn regarding general program needs in the area of policy development and curriculum development.

a) The Partial Day Model

Two serious problems are evident in this model as it is currently being employed. These are: i) An Information Gap; and ii) Transportation Costs.

i) An Information Gap

A glance at the responses of Feeder principals reveals their serious lack of knowledge about the ESL program and the needs of ESL students. For example, 83% of Feeder principals indicated that their ESL students had no multiple problems or special learning needs as opposed to 35% of Host principals. In addition, they were much less positive than Host principals about the effectiveness of ESL teachers in meeting social, emotional, and cultural needs. Only 27% felt regular teachers were providing effective supplementary language instruction compared to 80% of Host principals.

In nearly all cases regarding needed administrative guidelines for ESL, 50% of Feeder principals made indeterminate responses. They reacted similarly when questioned about the adequacy of support services to ESL.

Feeder principals' lack of understanding of the Itinerant Teacher concept was evidenced by the fact that 67% said that the language needs of Grades 3 to 6 children were better served in the ESL classroom, and 67% also said that the Itinerant Teacher concept should be piloted for Grades 3 to 6.

In all cases, communication regarding ESL between the principal and other staff members was judged at least 30% less positively by Feeder than by Host principals. It must also be noted that the adequacy of staff orientation to the ESL program and ESL student needs was judged much less positively by Feeder principals than by Host principals.

It appears that Feeder principals know little about the ESL program to which they send their students and are not as aware of ESL student needs as Host principals. The ESL students enrolled in Feeder schools are being less well served than those in Host schools. The serious information gap evident in the Host-Feeder relationship weakens the effectiveness of the Partial Day Model.

ii) Transportation Costs

In our student sample, which constituted 17% of the total ESL student population, 86 students were located in Feeder Schools. Of these, 29 went to ESL class by taxi, 21 by bus, and the rest walked or made other arrangements. Principals' data indicated that while most schools sent five students or fewer by taxi, two schools were sending between 11 and 15 students. One school sent more than 15 students by bus, and one school allowed between 11 and 15 students to walk to their ESL class.

The estimated ESL taxi budget for 1982 is $147,693 (Shaver, 1982). Problems cited by the Transportation Department included ever-changing arrangements for a changing population, taxi punctuality, and driver attitude.

However, the costs involved in such a transportation network are not only financial, but also time lost and effects on the teaching and learning process. Students are losing up to 30 minutes from their instructional day in travel time, as most students took 15 minutes or less to get to their Host school. It must be noted, however, that eight students took up to half an hour to travel one way, and one student took nearly an hour.

It is likely that the instruction they are missing in their regular classrooms is in the content areas, as it would be nearly impossible to synchronize Language Arts in every Feeder School with the ESL program in the Host School. The preparation time of ESL teachers is also frequently infringed upon by early arrivals and late departures. Principals also indicated that time was involved training students to use the bus and that students who stayed over the lunch hour required supervision.

Sixty-three percent of regular classroom teachers felt that transportation arrangements did not interfere with the teaching process. This attitude is understandable because once the ESL student disappears from class the teachers' load is lightened. However, 93% of ESL teachers said that the teaching process in the ESL classroom was affected negatively by transportation arrangements. Taxis are late, students miss them, classes must be run according to city bus schedules, and arrivals and departures are impossible to synchronize.

Again, views differed regarding the learning process: 60% of regular teachers felt that transportation did not interfere with the learning process; 73% of ESL teachers said that it did.

Students and parents were generally positive regarding transportation while principals were ambivalent.

The financial costs, instructional time lost, and interference with both teaching and learning processes, must be judged as factors working against the effectiveness of the Partial Day Model.

Therefore, it appears that ESL students in Feeder schools are being less well served then ESL students in Host schools. Their principals know less about their needs and less about how those needs are being met than do Host principals. They are losing valuable instructional time while in transit, and their learning process is being interrupted. The Board is losing money by administering a complex transportation network and by supporting transportation costs. And ESL teachers' primary task of language instruction is interrupted by juggling arrivals and departures of students.

In conclusion, the Partial Day Model as currently employed across the system is not providing ESL services effectively to all ESL students. Considering the different size of the ESL student population in different Areas of the system, a more local response to ESL student needs would be more appropriate. In consultation with ESL administrative staff, Areas could select a variety of instructional solutions to provide more responsive service to their ESL students.

b) The Reception Class Model

The Reception Class Model at the Secondary level appears to be an effective way of delivering ESL instruction, with the following exceptions: i) The Need for Administrative Structure at the School Level; ii) The Need for Vocational Programming; iii) The Need for full-time Reception Classes; and iv) The Need for Speeded Integration.

i) The Need for Administrative Structure at the School Level

Senior High principals indicated strongly a need for administrative policies and guidelines for the organization of the ESL program at the school level. Included were such areas as:

1. Organization of the ESL program within the school
2. ESL program size within the school
3. ESL class size
4. Criteria for placement of students within available ESL classes
5. Degree of articulation between ESL and content areas

ii) The Need for Vocational Programming

Aside from the PEPVESL program (see below), students, teachers, and principals agreed that more vocational programming should be made available to ESL students. However, before another vocational program is mounted, careful consideration needs to be given to feasibility of implementation and program goals and components. Other ESL programs should be consulted regarding their success with similar courses, and parents and students should be consulted regarding their expectations.

iii) The Need for Full-Time Reception Classes

Few schools, if any, at the Secondary level hold full-time reception classes for the new non-English speaking student. Both regular and ESL teachers felt that such intensive full-time initial instruction in the school would speed the process of integration.

iv) The Need for Speeded Integration

The dissatisfaction of Senior High ESL students at their speed of language acquisition has been addressed above in the section entitled Student Needs.

A comment must be made about the Junior High ESL program. Apart from the need for social integration already identified, and apart from ESL teacher attitudes which tended to be diverse at this level, the data remains inconclusive regarding the ESL program at the Junior High level. There is no clear endorsement of the Reception Class Model as it is currently employed. The importance of an effective ESL program for students in these middle years cannot be underestimated, but it remains unclear whether or not a relatively successful approach at the Senior High level is in fact the most appropriate for Junior High use. Further study is required.

It can, however, be concluded for the Senior High Reception Class Model that it is an appropriate delivery mode which can better address students' needs if administrative policies at the school level are outlined, if vocational programming needs are addressed, if full-time reception classes are developed, and if the students' desire for more rapid integration is attended to.

c) The Resource Room Withdrawal Project

Students in the Resource Room Withdrawal Project indicated general satisfaction with Acadia School and with the ESL program, although all had experienced trouble adjusting to the school and few saw Canadian friends regularly. The parents interviewed were positive about transportation arrangements, but tended to be divided in their attitudes towards the school and the ESL program. In particular, they cited learning problems which had not been addressed. Communication between home and school and between ESL and regular teachers was a positive aspect of this project.

However, at the end of the 1982 school year, the project was terminated for the following reasons: 1) The Resource Room Withdrawal Project created a false population by bringing in students from outside the school's community; 2) The Resource Room Withdrawal Project took the responsibility for the immigrant child away from the Feeder school; and 3) The Resource Room Withdrawal Project led to an inequitable sharing of regular teacher resources across the system (Wyatt: 1982c).

d) The Itinerant Teacher Withdrawal Project

The Itinerant Teacher Withdrawal Project implemented in the East Area with one Itinerant Teacher must be considered a success. Over half of the Division I students in the project were not aware that they were receiving ESL instruction and had experienced no difficulty in adjusting to school. Their comments were particularly enthusiastic about their regular classes. However, only 18% saw Canadian friends outside of school at least once a week.

Parents interviewed were very satisfied with both ESL and regular classes, and with their child's ability to make Canadian friends. The majority of ESL teachers felt that the language needs of these children are better served in the regular classroom. In the East Area, 82% of regular teachers and 57% of principals supported expansion of the concept. Elementary ESL teachers in all Areas were less enthusiastic about expansion of the concept.

In the fall of 1982, while the Evaluation Study was still under way, the Itinerant Feeder Withdrawal Project was expanded to employ a total of 3.6 ESL teachers in four Areas, including the continuation of the teacher described previously. One of the new Itinerant Teachers was to serve an ESL population in a possible 33 schools, although after initial assessment, only eight schools with a total of 30 ESL students required her assistance.

It can be concluded that the professional development focus of the project is working successfully due to the support of the regular classroom teachers. The approach is certainly more cost effective than the Partial Day Model and more responsive to population changes. However, instructional areas of concern which need to be addressed include:

i) Effectiveness of alternative methods of ESL instruction employed by Itinerant Teachers (i.e., small group instruction, demonstration lessons, one-to-one instruction, etc.)
ii) Establishment of guidelines for numbers of schools and students which can effectively be served by one Itinerant Teacher
iii) Social integration of ESL students compared with other instructional models
iv) Input of parents
v) On-going annual review of project effectiveness and flexibility
vi) Itinerant Teacher satisfaction

e) The Pre-Employment Pre-Vocational English as a Second Language (PEPVESL) Project

The PEPVESL Project does not appear to be meeting ESL student needs effectively. Only 50% of the PEPVESL students felt that they were learning English fast enough. Sixty percent had six years or fewer of schooling in their former country and 60% worked up to a 40-hour week cleaning offices. Most parents interviewed had never visited the school. Only half were satisfied with their child's progress in regular classes. Twenty percent of the students saw Canadian friends regularly and parents were concerned about social integration. Both students and parents wished for more parent-school contact.

The work experience component of the project appears to be inappropriate for these students, already in the work force, because they are not paid for their efforts. The survival levels of English and Math which are part of the program are of a vocational nature, but may not be addressing the remedial needs of these students.

Student needs and project goals are no longer congruent. The original goal of preparation for employment in a Canadian context is not addressing these students' pressing needs in the most effective manner. Therefore, this project should be terminated.

An extension of the project into Jack James Secondary School in September, 1982, should be reviewed for goal clarification in light of the above conclusion.

f) General ESL Program Policy Development

Principals and ESL teachers supported the need for policy development at the Board level for the ESL program in the following areas:

i) Criteria for entrance to and exit from ESL classes
ii) Criteria for dealing with ESL students having multiple needs

Program standards for ESL would help to coordinate the ESL program across the system. A clear policy which outlines a philosophy and procedures for helping ESL students who have multiple needs would ensure that these students are receiving equivalent service across the system.

g) Curriculum Development

Although this study did not address the topic of curriculum with any degree of specificity, in general terms, certain issues relating to curriculum emerged from the data.

i) There should be curriculum development within each Division of grades.
ii) Curriculum consistency should be achieved within each Division of grades.
iii) Guidelines for ESL should be developed either locally or jointly with Alberta Education.
iv) ESL resource guides should be developed for ESL teachers and other staff members.

ESL curriculum development and curriculum consistency within each Division of grades would foster program coordination and be of particular benefit for ESL students moving within the system. The issue of ESL guidelines has already begun to be addressed in a joint manner by local boards and Alberta Education. This will foster program coordination on a provincial scale. Resource guides should be developed not only for ESL teachers, but also for regular teachers who have ESL students in their classes to assist them in providing appropriate supplementary language instruction, and for all principals to assist them in providing access to community resources.

B. RECOMMENDATIONS RELATED TO RESEARCH QUESTION TWO

Based on these conclusions regarding ESL program needs, the following recommendations are made:

RECOMMENDATION 12

That use of the Partial Day Model be re-examined in light of the viability questions raised in this study.

RECOMMENDATION 13

That consideration be given to the use of a variety of solutions to the ESL needs of each Area of the system in order to provide flexible and responsive ESL services, and that decisions about appropriate delivery modes be determined within each Area.

RECOMMENDATION 14

That ESL programs at the Senior High level be consolidated into specific schools and that principals of these schools provide for appropriate administrative representation.

RECOMMENDATION 15

That full-time reception classes for non-English speaking students be provided in Senior High schools which offer ESL services.

RECOMMENDATION 16

That the feasibility of operating a vocational program for ESL students in secondary schools be considered, based upon the experiences of other major Canadian ESL programs, upon current and future secondary ESL student needs, and upon parental input.

RECOMMENDATION 17

That upon completion of its responsibility to currently enrolled students, the Pre-Employment Pre-Vocational English as a Second Language (PEPVESL) Project be terminated.

RECOMMENDATION 18

That the use of the Reception Class Model at the Junior High level be re-examined in light of inconclusive study findings about its viability for ESL students in these grades.

RECOMMENDATION 19

That the effectiveness of the Itinerant Teacher Withdrawal Project be reviewed annually for flexibility, teacher satisfaction, ESL student social integration, parental input, and adequacy of administrative guidelines, and that the findings be used as a factor in determining the future direction of this delivery mode.

RECOMMENDATION 20

That the Calgary Board of Education develop criteria for student entry to and exit from ESL programs.

RECOMMENDATION 21

That the Calgary Board of Education develop guidelines for providing for ESL students having multiple needs.

RECOMMENDATION 22

That the Calgary Board of Education encourage the development of ESL curricular guidelines for each Division of grades to foster program consistency and that these guidelines be disseminated to all principals and to regular classroom teachers of ESL students.

RECOMMENDATION 23

That appropriate ESL resource guides be developed for each of the following groups: principals, ESL teachers, and regular classroom teachers.

3. Staff Needs (Research Question Three)

What considerations related to the teaching staff of the Calgary Board of Education's English as a Second Language Program need to be addressed in order to ensure the program's effectiveness?

A. CONCLUSIONS RELATED TO RESEARCH QUESTION THREE

The Calgary Board of Education and its ESL students have been fortunate over the years to be served by a dedicated, hard-working and concerned group of ESL teachers, who are to be commended for their service. They are perceived by students, parents, other teachers and principals as doing an excellent job meeting students' instructional needs. However, the stresses and strains of a rapidly growing program have resulted in certain ESL teacher needs which must be addressed; specifically, a) Preparation Time; b) Staffing Ratio; and c) Professional Development.

a) Preparation Time

It appears that ESL teachers' preparation time is being encroached upon by a variety of factors. Only 44% of ESL teachers indicated that they had adequate preparation time; 48% had less than 30 minutes per day. The major problem at the Elementary level appeared to be the amount of time required for the coordination of students travelling to neighbourhood schools during this period; and Senior High teachers indicated that their preparation time was taken up with tutorial work and administrative duties. The preparation time of ESL teachers should be reviewed relative to that of regular teachers for adequacy of time and appropriateness of activities performed during that time to ensure that contractual obligations are being met.

b) Staffing Ratio

There has been uncertainty regarding the staffing ratio for ESL teachers. The 12:1 full time equivalent ratio which was applied several years ago has been discarded. Some ESL teachers maintained in their comments that the actual ratio was 20:1 full time equivalent. This issue should be clarified in writing and disseminated to all ESL teachers and their principals.

c) Professional Development

The importance of pre-service training in ESL instruction and of ongoing professional development activities cannot be emphasized enough. The data collected in this study shows strong statistical responsible for the recruitment and employment of ESL teachers and principals responsible for ESL teacher evaluation should make themselves familiar with these findings. Two major conclusions can be drawn: i) There is a need for relevant hiring and evaluation criteria for ESL teachers; and ii) Professional development time is used inefficiently.

i) The Need for Relevant Hiring and Evaluation Criteria for ESL Teachers

ESL teacher training and professional development appears to be somewhat limited in the Calgary area. While 84% of ESL teachers have attended university courses in ESL instruction, only half of them have taken three or more courses. Seventy-one percent have read three or more texts on ESL on their own; 66% have read three or more journal articles on ESL this year; 51% have ever attended three or more conferences on ESL; and 49% have attended three or more in-service activities this year.

There were significant statistical correlations between pre-service training or on-going professional development and positive teacher attitudes regarding ESL instruction. Those without training, or who had not made efforts to acquire knowledge related to ESL, tended to be uncertain or negative in their attitudes.

There were significant correlations between the number of in-service activities attended by ESL teachers and their support of the administration of ESL. In addition, the language skills of ESL teachers also proved to be influential. Seventy-one percent of the ESL teacher sample spoke another language. Without exception, they felt that this skill had helped them teach ESL. Significant correlations emerged between their ability to speak more than one language and their perception of ESL program needs. They also felt more strongly than monolingual teachers that they were meeting students' social and cultural needs.

When principals were asked to judge the importance of a number of proposed hiring criteria for ESL teachers, both Host and Feeder principals indicated that Personal Suitability and Attitudes Towards Immigrant Children were important criteria. They differed, however, on a third criterion: Host principals considered Interpersonal Skills with Staff Members important, while Feeder principals rated Training in Second Language Acquisition more highly. Ironically, while the data supports the primacy of pre-service and on-going training, Host principals who evaluate ESL teachers do not value this criterion as highly as the less informed Feeder principals. This fact, coupled with Host principals' limited in-service in ESL teacher evaluation (see below), points to a weakness in the system relative to the need for clearly defined criteria or guidelines for the hiring and evaluation of ESL staff.

ii) The Inefficient Use of Professional Development Time

Many ESL teachers are bound to school-based professional development day activities and thus are only able to meet other ESL teachers after hours. This has resulted in a scheduling problem for ESL in-service activities and may explain their low attendance rates at such functions. However, the strength of statistical relationships between professional development and teacher attitude suggests that attendance at in-service activities should be compulsory. But the comments of some ESL teachers indicated that in-service activities were not meeting their needs. Therefore, a spectrum of activities should be provided to meet the needs of teachers at different levels of professional development. In addition, it was noted that professional development activities in ESL instruction available at the university level were quite limited in nature. Therefore, the Calgary Board of Education should support its ESL staff needs by requesting that sufficient university-level training in ESL instruction be provided.

Principals' comments indicated, on the other hand, that the participation of ESL teachers in school-based professional development activities related to the ESL program and ESL student needs were beneficial for staff orientation. Therefore, it seems appropriate that ESL teachers should spend some of their professional development days with their school staffs and the others with ESL teachers. Eighty percent of Host principals in the study supported the concept of holding a joint professional development day with other Host schools to enable ESL teachers to meet for such professional activities. This supportive attitude on the part of principals should be followed up.

B. RECOMMENDATIONS RELATED TO RESEARCH QUESTION THREE

Based on these conclusions regarding staff needs, the following recommendations are made:

RECOMMENDATION 24

That principals of schools having ESL teachers review the preparation time of those teachers for both adequacy of time relative to regular teachers and appropriateness of activities performed during that time to ensure that contractual obligations are being met.

RECOMMENDATION 25

That the full time equivalent staffing ratio for ESL teachers be clarified in writing and disseminated to all ESL teachers and their principals.

RECOMMENDATION 26

That ESL teacher hiring and evaluation criteria be revised to make pre-service training and ongoing professional development priority items.

RECOMMENDATION 27

That participation in ESL professional development activities be a condition of employment for ESL teachers.

RECOMMENDATION 28

That schools hosting ESL classes arrange to have one joint professional development day per year to enable ESL teachers to participate in professional activities.

RECOMMENDATION 29

That current ESL in-service activities be examined for their appropriateness for ESL teachers who are at various stages of their professional development.

RECOMMENDATION 30

That the Calgary Board of Education request that sufficient professional training in ESL instruction be provided by the University of Calgary and the other Alberta universities.

4. Resource Needs (Research Question Four)

What resources are required and how should they be deployed in order to operate the Calgary Board of Education's English as a Second Language program effectively?

A. CONCLUSIONS RELATED TO RESEARCH QUESTION FOUR

At the present time, the ESL program appears to be well funded and few resource needs are evident. One area identified by principals as needing improvement was the provision of more funds for field trips and multicultural activities involving ESL students. Another problem area at the Elementary level was related to the availability of school funds for the specific purchase of ESL materials.

B. RECOMMENDATION RELATED TO RESEARCH QUESTION FOUR

Based on these conclusions regarding resource needs, the following recommendation is made:

RECOMMENDATION 31

That principals who have ESL students in their schools designate funds in their budget for ESL activities and supplies.

5. Communication Needs (Research Question Five)

What methods should be employed to ensure that information regarding ESL students, their needs and progress, can flow easily both through the system and to and from their homes?

A. CONCLUSIONS RELATED TO RESEARCH QUESTION FIVE

It is apparent from the findings of this study that information regarding ESL students is neither flowing through the system nor to and from their homes.

a) System-wide Communication

Within the system, communication regarding ESL students appears weak in two main areas: (i) Staff In-Service on ESL; and (ii) Communication among Staff Members.

i) Staff In-Service on ESL

Principals and regular classroom teachers who have ESL students in their classes do not feel that they have had adequate orientation to either the ESL program or ESL student needs.

Over half of the regular classroom teachers in the study indicated that they felt communication should be improved between themselves and their respective ESL consultants. Fifty-eight percent of Feeder principals felt that regular teachers had not received adequate orientation and approximately 40% of Host principals agreed.

Only 33% of Feeder principals felt that they themselves had adequate orientation to the ESL program and the needs of ESL students. This finding is substantiated by the general lack of knowledge related to ESL demonstrated by Feeder principal responses to their questionnaire and has resulted in a major weakness in the Partial Day Model.

While 60% of Host principals felt that their orientation was adequate, only 30% were satisfied with their in-service on ESL teacher evaluation. Not surprisingly, Host principals' perceptions about ESL teachers' ability to meet students' language, emotional, social, and cultural needs correlated significantly to these principals' opinions regarding the inadequacy of their own in-service on ESL teacher evaluation.

Therefore, it can be concluded that in-service activities should be conducted for regular classroom teachers having ESL students in their classes on the ESL program, on student needs, and on multicultural awareness. All principals, whether they host ESL classes or not, should also receive similar in-service. Such activities could include foreign language-culture orientation sessions, could provide information on community resources, cultural adjustment and its implications for teaching and learning, and could advance suggestions for creating a more positive multicultural atmosphere within the school environment. In addition, principals who have ESL teachers in their schools should receive in-service on ESL teacher evaluation and be provided with appropriate evaluation criteria.

ii) Communication between Staff Members

Communication between staff members about ESL students, their needs and progress, was judged unsatisfactory by at least one participant in the following pairs:

1. The ESL Teacher and the Regular Classroom Teacher
2. The ESL Teacher and Other Staff (Resource Room Teacher, Guidance Counsellor, Language Arts Staff)
3. The part-time ESL Teacher and the Host Principal
4. The ESL Teacher and the Feeder Principal
5. The Regular Classroom Teacher and the Resource Room Teacher
6. The Regular Classroom Teacher and the Principal
7. The Regular Classroom Teacher and the ESL Consultant
8. Host and Feeder Principals

9. Feeder Principals and the ESL Consultant
10. Feeder Principals and the ESL Supervisor

The degree of communication breakdown in this area can only be described as unsatisfactory. It is hoped that the many recommendations advanced in this report will tighten administrative procedures, clarify roles, identify appropriate services, and encourage staff involvement. Such activities as classroom exchanges would foster an understanding of the varying demands placed on staff members. Adequate attention to the areas cited above should result in a marked improvement in communication between staff members about the needs of ESL students.

b) Home-School Communication

Communication between Calgary Board of Education staff and parents of ESL students was judged unsatisfactory on all counts. Problems included: i) Lack of English Language Skills of Parents; ii) Infrequency of Parent-School Contact; and iii) Lack of Parental Knowledge of School Services.

i) Lack of English Language Skills of Parents

It appears that the major cause of poor home-school communication is due to the language barrier. The parents are very interested in the progress of their children and in all cases reacted positively to the interview situation set up for this study with an interpreter provided when necessary.

Of those parents interviewed for the study, 79% were judged by the interviewer as having minimal or no skills in English. Parents were generally dissatisfied with the speed of their own language acquisition; most claimed that they were too busy. Based on students' perception of their parents' English language skills, mothers' language skills lagged far behind fathers'. Twice as many mothers as fathers spoke no English; half as many mothers as fathers spoke English well.

ii) Infrequency of Parent-School Contact

Over 60% of the parents of ESL students interviewed for this study had never visited the school or talked to a teacher or principal by phone. The frequency of parent-school contact correlated negatively to the age and grade of the child to the point where two-thirds of the parents of Senior High School students interviewed had never been in touch with the school. Over half of all the ESL students interviewed desired more parent-teacher contact. ESL teachers and principals judged their communication with parents inadequate. Regular teachers were uncertain regarding their contact with parents of ESL students. Parents also were very uncertain about the adequacy of their contact with either teachers or the school.

iii) Lack of Parental Knowledge of School Services

Related to their lack of school contact was parents' lack of knowledge about school-level and system-level services. One hundred percent were unaware of any help available for parents, such as parenting courses and family counselling; 97% were unaware of interpreter services or tutorial help for ESL students; 91% were unaware of special help for learning problems; 86% were unaware of library services; and 77% were unaware of counselling services.

However, 80% of parents were satisfied with the information they had received from the school about their child. One wonders how many cultural factors have influenced this attitude (e.g., differing role of the school in other cultures, the desire to save face, etc.). Principals, on the other hand, were dissatisfied with their communication with parents about their child's progress and also judged their communication inadequate regarding extra-curricular activities, the ESL program, regular course and program alternatives, school-level and system-level services, and the school system in general.

It must be concluded that the lack of skills in the English language on the part of the parents of ESL students is the main cause of poor home-school communication. Principals and teachers are uncertain how to approach non-English speaking parents; parents hesitate to communicate in an unfamiliar language. The result is infrequent parental contact with the school and a lack of knowledge about school services available. The establishment of a team of Multicultural Liaison Workers, recommended above, would certainly help to improve communication. In addition, establishment of a liaison service to link teachers and principals to community-based translators who, upon request, would help staff members in the preparation of multilingual memos to the home and also in the translation of written communication from the home would also aid communication. In addition, parents of ESL students can be informed of continuing education opportunities available to them for English language acquisition. For many parents, the concept of continuing education is unfamiliar and needs to be explained. Also, the gap between the English language skills of mothers and fathers of ESL students needs to be addressed. In addition to work responsibilities and lack of knowledge about continuing education opportunities, some women may be home-bound due to either cultural preference or child-care duties. Language training can be conducted in other than institutional settings and consideration should be given by the Calgary Board of Education's Continuing Education Department to the special needs of these prospective adult students.

Finally, the parents of Calgary Board of Education ESL students should be informed of the outcomes of this study. Having participated in the generation of data for the evaluation and having so willingly welcomed Calgary Board of Education representatives into their homes, it is appropriate that the parents of ESL students receive a brief summary of study findings and actions taken by the Board on behalf of their children and themselves.

B. RECOMMENDATIONS RELATED TO RESEARCH QUESTION FIVE

Based on these conclusions regarding communication needs, the following recommendations are made:

RECOMMENDATION 32

That in-service activities be provided for regular classroom teachers and principals about the ESL program, ESL students' needs, and multicultural awareness.

RECOMMENDATION 33

That principals who have ESL teachers in their school receive in-service in ESL teacher evaluation and be provided with appropriate evaluation criteria.

RECOMMENDATION 34

That ESL and regular classroom teachers be encouraged to participate in short-term classroom exchanges to foster awareness and communication.

RECOMMENDATION 35

That an interpreter/translater liaison service be established to link principals and teachers to interpreter services in the community to aid communication with students and parents.

RECOMMENDATION 36

That parents of ESL students be made aware of continuing education opportunities for their own English language acquisition and, in particular, that the language needs of mothers of ESL students be addressed by the Calgary Board of Education.

RECOMMENDATION 37

That a brief summary of the findings of this study and the actions taken by the Calgary Board of Education as a result be circulated as feedback in a multilingual memo to the parents of ESL students.

6. Concluding Remarks

The wealth of information generated by this study provides a unique in-depth view of one major English as a Second Language program in Canada. The findings are both gratifying and unsettling - gratifying because the Calgary Board of Education has mounted a basically successful ESL program, unsettling because there is so much yet to be done.

To meet the ever-changing demands of the future, our schools should become more flexible. They should support the concept of multiculturalism so that all parties involved in the educational process may gain from that contact and they should foster the integration of ESL students - not only into our classrooms, but into our lives.

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APPENDIX 1

Types of ESL/D Programs

PROGRAM TYPES: ESL/D programs in Canadian Schools generally have two very important objectives: (1) to teach English, and (2) to provide students with information and support during their adjustment to a new school system and a different cultural environment.

TYPES OF ESL/D PROGRAMS	ESL	ESD
RECEPTION CLASS - Consists entirely of students for whom English is a second language. It is under the direction of an ESL teacher who enrols the students and teaches them for all of the day in school. Initially, a large proportion of time is spent on oral language. The reception class enables students to receive intensive English training from an ESL teacher who knows their needs and knows how to teach a second language.	✓	
PARTIAL DAY CLASSES - Students spend part of the day in an ESL designated school and the rest of the day in regular English speaking classes usually within the same or neighbouring schools.	✓	
WITHDRAWAL PROGRAMS: ESL/D RESOURCE ROOMS provide a support service for students. Students are withdrawn from regular classes for varying periods of time to attend the ESL/D resource room in groups ranging in size from 2 to 10. In the regular class ESL students are able to take part in subject areas having low language demand (e.g. Physical Education, Music).	✓	✓
WITHDRAWAL PROGRAMS: ITINERANT TEACHING - The ESL/D teacher travels from school to school and withdraws those students who need help. Usually the school administration arranges for space where the teacher can work with students, and the teacher brings all the necessary materials. The ESL/D teacher often spends recess and lunchtime travelling to the next school; consequently, little contact with the regular staff and/or with parents exists. An individualized program for each student is designed and follow-up practice exercises are prepared for the student to complete in the regular classroom under the supervision of the regular classroom teacher.	✓	✓
TRANSITIONAL CLASSES - Generally applies to secondary schools where ESL students are partially integrated into regular programs. The students' English has developed to a stage where they can function within specific content areas, and where the linguistic structures of the content have been modified. Transitional programs are usually planned and taught by a team consisting of subject area teachers and an ESL/D person.	✓	✓
SUPPORT PROGRAMS WITHIN A REGULAR CLASSROOM - Consultants, teachers and paraprofessionals can do much to help the regular classroom teacher to plan appropriate instruction and select suitable materials for the ESL student. Assistance may include help from ESL consultants, specialists, tutors, teacher aides, interpreters, special education teachers, guidance and counselling personnel.	✓	✓
BILINGUAL EDUCATION PROGRAMS - To ensure that the required content in the Alberta program is understood, the ESL/D student's native language(s) is used initially, with English introduced gradually as a second language and worked at until a functional level of English language fluency is achieved. Some bilingual programs use the native language of the students during the period of their learning a functional level of English, with the eventual expectation that the students complete their education in English. Other programs aim at maintaining and developing the native language alongside English, with classes offered in both, so that students leave school being fully bilingual.	✓	

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APPENDIX 2

Study Instruments

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d) Questionnaire for Regular Classroom Teachers of ESL Students 161

e) Principal Questionnaire, ESL Evaluation Study 169

E.S.L. STUDENT INTERVIEW/QUESTIONNAIRE

INSTRUCTIONS

We are trying to find out what E.S.L. students think about learning English and going to school in Calgary. Please answer the following questions the way you feel. There are no right or wrong answers and your teachers won't see your answers. Listen carefully as I read each question and then put a tick (/) in the box beside the answer you choose.

Lets try some practice questions.

P1. Do you like ice cream?	☐ Yes ☐ No

If you do like ice cream, put a tick (/) in the YES box.
If you don't like ice cream, put a tick (/) in the NO box.

Do you understand?

Let's try a harder one.

P2. How many brothers and sisters do you have here and in your own country?	☐ I have no brothers and sisters ☐ 1 - 3 brothers and sisters ☐ 4 - 6 brothers and sisters ☐ 7 - 9 brothers and sisters ☐ 10 or more brothers and sisters

If you have no brothers or sisters, put a tick (/) in the first box.

If you have one, two, or three brothers and sisters, put a tick (/) in the second box.

If you have four, five, or six brothers and sisters, put a tick (/) in the third box.

If you have seven, eight, or nine brothers and sisters, put a tick (/) in the fourth box.

If you have ten or more brothers and sisters, put a tick (/) in the fifth box.

Do you understand?

O.K. Let's begin.

Please turn the page.

A. GENERAL INFORMATION ABOUT YOU

In this section we would like you to tell us a little bit about yourself.

Question	Answers	
1. How old are you?	☐ 6 - 9	(1)
	☐ 10 - 12	(2)
	☐ 13 - 15	(3)
	☐ 16 - 18	(4)
	☐ Over 18	(5)
2. Are you a boy or a girl?	☐ Boy	(1)
	☐ Girl	(2)
3. What grade are you in?	☐ K-3	(1)
	☐ 4 - 6	(2)
	☐ 7 - 9	(3)
	☐ 10 - 12	(4)
4. What country do you come from?	☐ Vietnam	(1)
	☐ China	(2)
Please write the name of your country here:________________.	☐ Hong Kong	(3)
	☐ Other Asian Countries	(4)
	☐ Europe	(5)
Also put a tick in the right box.	☐ Other Countries not mentioned	(6)
5. How many years did you go to school in your own country?	☐ 3 years or less	(1)
	☐ 4 - 6 years	(2)
	☐ 7 - 9 years	(3)
	☐ 10 - 12 years	(4)
6. How long have you been in Canada?	☐ Less than 6 months	(1)
	☐ 6 months - 12 months	(2)
	☐ 13 months - 18 months	(3)
	☐ 19 months - 24 months	(4)
	☐ Over 24 months	(5)
7. How long have you lived in Calgary?	☐ Less than 6 months	(1)
	☐ 6 months - 12 months	(2)
	☐ 13 months - 18 months	(3)
	☐ 19 months - 24 months	(4)
	☐ Over 24 months	(5)
8. How long have you been attending E.S.L. classes in Calgary?	☐ Less than 6 months	(1)
	☐ 6 months - 12 months	(2)
	☐ 13 months - 18 months	(3)
	☐ 19 months - 24 months	(4)
	☐ Over 24 months	(5)

Please turn the page.

B. INFORMATION ABOUT YOUR PARENTS

In this section we would like you to tell us a little bit about your parents.

Question	Answers	
1. Do you live with your parents?	☐ Yes	(1)
	☐ No	(2)

If NO:

a) If you don't live with your parents, who do you live with?	☐ Brother or sister	(1)
	☐ Other relative	(2)
	☐ Guardian	(3)
	☐ I live on my own	(4)
	☐ Other (please explain) ____________	(5)

Now turn to Section C

2. Does your father work?	☐ Yes	(1)
	☐ No	(2)
	☐ Not applicable	(3)
3. Does your father speak English?	☐ No English	(1)
	☐ A little English	(2)
	☐ Quite a bit of English	(3)
	☐ He speaks English well	(4)
	☐ Not applicable	(5)
4. Does your mother work?	☐ Yes	(1)
	☐ No	(2)
	☐ Not applicable	(3)
5. Does your mother speak English?	☐ No English	(1)
	☐ A little English	(2)
	☐ Quite a bit of English	(3)
	☐ She speaks English well	(4)
	☐ Not applicable	(5)

Please turn the page.

A. GENERAL INFORMATION ABOUT YOU (continued)

Question	Answers	
	Do not write in this box	
9. In what part of Calgary is your home? Please write your address here: ______________	☐ North	(1)
	☐ East	(2)
	☐ West	(3)
	☐ Southwest	(4)
	☐ Southeast	(5)
10. What is the name of your other school? Please write your school's name here: ______________	☐ North	(1)
	☐ East	(2)
	☐ West	(3)
	☐ Southwest	(4)
	☐ Southeast	(5)
11. What is the name of the school where you attend E.S.L. classes? Please write your E.S.L. school's name here: ______________	☐ Northeast	(1)
	☐ East	(2)
	☐ West	(3)
	☐ Southwest	(4)
	☐ Southeast	(5)

Please turn the page

C. INFORMATION ABOUT YOUR JOB (High School Students Only)

In this section we would like you to tell us about your job, if you have one.

Question	Answers	
1. Do you have a job?	[ ] Yes [ ] No	(1) (2)
If YES		
a) What kind of work do you do?	[ ] I clean office buildings [ ] I work in a restaurant [ ] I work in a store [ ] I babysit [ ] Other (please explain) ______________________ ______________________ ______________________	(1) (2) (3) (4) (5)
b) How many hours do you work	[ ] Fewer than 8 hours per week [ ] 9 - 24 hours per week [ ] 25 - 40 hours per week [ ] More than 40 hours per week	(1) (2) (3) (4)

Please turn to Section E.

D. INFORMATION ABOUT HOW YOU GET TO YOUR E.S.L. CLASS (Elementary Students Only) 6.

In this section we would like you to tell us about how you get to your E.S.L. class.
Only answer this section if you are in Elementary School.

Question	Answers	
1. Do you come from another school for your E.S.L. class?	☐ Yes	(1)
	☐ No	(2)

If YES

Question	Answers	
a) How do you come to your E.S.L. class?	☐ Taxi	(1)
	☐ Bus	(2)
	☐ Other Please explain __________ __________ __________	(3)
b) Do you like travelling by bus or taxi to this school for your E.S.L. class? Can you tell me why? __________ __________ __________ __________	☐ Yes	(1)
	☐ No	(2)
c) How long does it take you to go from your other school to your E.S.L. school?	☐ 15 minutes or less	(1)
	☐ 16 - 30 minutes	(2)
	☐ 31 - 45 minutes	(3)
	☐ 45 - 60 minutes	(4)
	☐ More than one hour	(5)

Please turn the page.

E. HOW YOU FEEL ABOUT SCHOOL

In this section we would like to know a little bit about how you feel about school. Elementary students may answer Questions 1 to 7. Junior and Senior High students may answer Questions 1 to 8.

Question	Answers	
1. Do you like going to school in Calgary?	[ ] Yes [ ] No	(1) (2)

Can you tell me why? ____________________

____

____

____

Question	Answers	
2. Did you like going to school in the country you lived in before?	[ ] Yes [ ] No	(1) (2)

Can you tell me why? ____________________

____

____

____

Question	Answers	
3. Do you like your E.S.L. class	[ ] Yes [ ] No	(1) (2)

Can you tell me why? ____________________

____

____

____

Question	Answers	
4. Are you learning English as quickly as you want to?	[ ] Yes [ ] No	(1) (2)

IF NO

a) Can you tell me why you are not learning English as quickly as you want to?

____

____

____

Please turn the page.

E. HOW YOU FEEL ABOUT SCHOOL (Continued)

Question	Answers	
5. Do you like your other classes?	☐ Yes	(1)
	☐ No	(2)

Can you tell me why? ____________________

____

____

____

6. Can you understand your other teachers well enough to do your schoolwork?	☐ Yes	(1)
	☐ No	(2)

If NO

a) If you can't understand your other teachers well enough to do your schoolwork, what do you do in your regular classes? ____________________

____

____

____

7. Do you like living in Canada?	☐ Yes	(1)
	☐ No	(2)

Can you tell me why? ____________________

____

____

____

8. Do you have any Canadian friends?	☐ Yes	(1)
	☐ No	(2)

If YES

a) How often do you visit with your Canadian friends after school?	☐ Everyday	(1)
	☐ Twice a week	(2)
	☐ Once a week	(3)
	☐ Now and then	(4)
	☐ Only once in a while	(5)
	☐ Never	(6)

Please turn the page

E. HOW YOU FEEL ABOUT SCHOOL (Continued)

	Question	Answers	
9.	When you first started school here, did you have trouble understanding what you should do in school?	[ ] Yes [ ] No	(1) (2)

If YES

	Question	Answers	
a)	When you first started school here, who helped you understand the school better:		
i.	A student speaking your language and English?	[ ] Yes [ ] No	(1) (2)
ii.	An adult interpreter?	[ ] Yes [ ] No	(1) (2)
iii.	Your classroom teacher?	[ ] Yes [ ] No	(1) (2)
iv.	Your E.S.L. teacher?	[ ] Yes [ ] No	(1) (2)

Any comments? ______________________________

	Question	Answers	
10.	How often do your teachers talk to your parents about how you are doing in school?	[ ] Two times a year [ ] One time a year [ ] Never	(1) (2) (3)
11.	Would you like your teachers to talk to your parents more often about how you are doing in school?	[ ] Yes [ ] No	(1) (2)

Any comments? ______________________________

Please turn the page.

For High School students only:

12. What changes would you like to see in your high school program?

a) Credit for E.S.L. classes	[ ] Yes [ ] No	(1) (2)
b) More time to study by yourself.	[ ] Yes [ ] No	(1) (2)
c) More job training.	[ ] Yes [ ] No	(1) (2)
d) A teacher who could help you with English after you finish E.S.L. classes.	[ ] Yes [ ] No	(1) (2)
e) Special E.S.L. classes for Social Studies, Science, etc.	[ ] Yes [ ] No	(1) (2)

Any comments? ______________________________

____

____

____

Thank you for helping us out by answering all these questions!

E.S.L. PARENT QUESTIONNAIRE

EXPLANATION

We are trying to find out what you, as parent of a child enrolled in the Calgary Board of Educations's E. S. L. program, think about the way in which your child is learning English. Please answer the following questions frankly to help us make sure your child is getting the best possible educational experience.

INSTRUCTIONS FOR GENERAL INFORMATION QUESTIONS

First of all, I would like to find out some general information about you and your family.

I will read the question to you and then read the list of possible answers. You may choose the answer which best applies to you and I will check it off.

Let's try an example.

P1. How many children do you have?

[ ] None
[ ] 1 - 3 children
[ ] 4 - 6 children
[ ] 7 - 9 children
[ ] 10 or more

Do you understand?

O.K. Let's begin

A. GENERAL INFORMATION

First can you give me some general information about ______________ and yourself.
(insert name of E.S.L. student)

Question	Answers	
1. How old is ____________________?	[ ] 6 - 9	(1)
	[ ] 10 - 12	(2)
	[ ] 13 - 15	(3)
	[ ] 16 - 18	(4)
	[ ] Over 18	(5)
2. Is he/she a boy or a girl?	[ ] Boy	(1)
	[ ] Girl	(2)
3. What grade is he/she in?	[ ] E.C.S.	(1)
	[ ] 1 - 3	(2)
	[ ] 4 - 6	(3)
	[ ] 7 - 9	(4)
	[ ] 10 - 12	(5)
4. What country does _________ come from? (Write in name of country here: ______________________________).	[ ] Vietnam	(1)
	[ ] China	(2)
	[ ] Hong Kong	(3)
	[ ] Other Asian Countries	(4)
	[ ] Europe	(5)
	[ ] Other Countries not mentioned	(6)
5. How many years did _________ go to school in his/her native country?	[ ] 3 years or less	(1)
	[ ] 4 - 6 years	(2)
	[ ] 7 - 9 years	(3)
	[ ] 10 - 12 years	(4)
6. How long has ______ been in Canada?	[ ] Less than 6 months	(1)
	[ ] 6 months - 12 months	(2)
	[ ] 13 months - 18 months	(3)
	[ ] 19 months - 24 months	(4)
	[ ] Over 24 months	(5)
7. How long has he/she lived in Calgary?	[ ] Less than 6 months	(1)
	[ ] 6 months - 12 months	(2)
	[ ] 13 months - 18 months	(3)
	[ ] 19 months - 24 months	(4)
	[ ] Over 24 months	(5)
8. How long has he/she been attending E.S.L. classes in Calgary?	[ ] Less than 6 months	(1)
	[ ] 6 months - 12 months	(2)
	[ ] 13 months - 18 months	(3)
	[ ] 19 months - 24 months	(4)
	[ ] Over 24 months	(5)

A. GENERAL INFORMATION (Continued)

Question	Answers	
12. What is your relationship to ________________?	[ ] Mother	(1)
	[ ] Father	(2)
	[ ] Brother or Sister	(3)
	[ ] Other relative	(4)
	[ ] Guardian	(5)
	[ ] Other (please specify)	(6)
13. Do you work outside the home?	[ ] Yes	(1)
	[ ] No	(2)
	FOR INTERVIEWER TO COMPLETE:	
14. How much English do you speak? (Verify in box at right.)	[ ] No English	(1)
	[ ] A little English	(2)
	[ ] Quite a bit of English	(3)
	[ ] He/she speaks English well	(4)

If the response is [1] or [2]:

a) Are you learning English as quickly as you want to? [ ] Yes [ ] No

If NO

a) Can you explain why you are not learning English as quickly as you want to?

____

____

____

15. Have you ever visited ________'s school(s)?	[ ] Yes	(1)
	[ ] No	(2)
16. Have you ever talked to a teacher or principal about ____________'s progress on the phone?	[ ] Yes	(1)
	[ ] No	(2)

A. GENERAL INFORMATION (continued)

Question	Answers	
9. What is ________'s Calgary address?	☐ North	(1)
	☐ East	(2)
______________________________ .	☐ West	(3)
	☐ Southwest	(4)
	☐ Southeast	(5)
10. What school does ________ attend for classes other than E.S.L.?	☐ North	(1)
	☐ East	(2)
	☐ West	(3)
______________________________ .	☐ Southwest	(4)
	☐ Southeast	(5)
	☐ Don't know	(6)
11. What school does he/she attend for E.S.L. classes?	☐ North	(1)
	☐ East	(2)
	☐ West	(3)
______________________________ .	☐ Southwest	(4)
	☐ Southeast	(5)
	☐ Don't know	(6)

If answers for 10 and 11 differ:

a) How does ______________ go to his/her E.S.L. class?	☐ Taxi	(1)
	☐ Bus	(2)
	☐ Other (Please explain)	(3)
	______________________	
	______________________	
	______________________	
b) Do you feel that this transportation arrangement is satisfactory?	☐ Yes	(1)
	☐ No	(2)

Would you care to comment further about __________'s transportation arrangements? ______________________

____

____

____

A. INSTRUCTIONS FOR OPINION QUESTIONS

O.K. Thank you very much for that general information.

Now I would like to find out your opinion on several topics.

Let me explain how the questions work.

I will read a question to you, such as:

"Are you satisfied with the weather today?"

In this question, "satisfied" means that you are please with the weather and do not want it to change.

You may respond to the question in one of six ways:

5 or "Very Satisfied"	means that you are very pleased with the weather today and definitely do not want it to change.
4 or "Satisfied"	means that you find the weather acceptable today and do not want it to change.
3 or "Undecided"	means that you can't make up your mind whether or not you would like the weather to change today.
2 or "Dissatisfied"	means that the weather is not acceptable today and you want it to change.
1 or "Very Dissatisfied"	means that you are very displeased with the weather today and definitely want it to change.
0 or "Don't Know"	means that you cannot answer the question about the weather for lack of information.

Do you understand this method of questioning?

Also, from time to time, I will ask you for comments on a topic, and I will try to write down your answers.

Do you have any questions?

O.K. Let's Begin.

B. YOUR OPINION REGARDING YOUR CHILD'S PLACEMENT IN SCHOOL

In this section I would like to ask you how you feel about the way your child is placed in school.

Question	Answers					
	Very Satisfied	Satisfied	Undecided	Dissatisfied	Very Dissatisfied	Don't Know
1. Are you satisfied that ___________'s ability in English was assessed before he/she was placed in the E. S. L. program?	5	4	3	2	1	0
2. Are you satisfied that his/her E. S. L. class is appropriate for his/her language needs?	5	4	3	2	1	0
3. Are you satisfied with the grade that_______ ___________ has been placed in?	5	4	3	2	1	0

Would you care to comment further regarding ___________'s placement?

____

____

____

C. YOUR OPINION REGARDING YOUR CHILD'S PROGRESS

In this section I would like to ask you how you feel about the way your child is progressing in his acquistion of English.

Question	Answer					
	Very Satisfied	Satisfied	Undecided	Dissatisfied	Very Dissatisfied	Don't Know
1. Are you satisfied with the way that he/she is being taught English?	5	4	3	2	1	0
2. Are you satisfied that he/she is learning English as quickly as you want him/her to?	5	4	3	2	1	0

Would you care to comment further regarding ________'s progress in learning English?

____

____

____

3. Are you satisfied with the way that his/her other classes are helping him/her learn English?	5	4	3	2	1	0
4. Are you satisfied with the progress he/she is making in his/her other classes?	5	4	3	2	1	0

Would you care to comment further regarding

________________'s progress in his/her

other classes?________________________

____

____

____

D. YOUR OPINION REGARDING YOUR CHILD'S ADJUSTMENT

Now I would like to ask you how you feel about the way your child is adjusting socially, emotionally, and culturally to school in Calgary.

Question	Very Satisfied	Satisfied	Undecided	Dissatisfied	Very Dissatisfied	Don't Know
1. Are you satisfied that __________ is adjusting to living in Calgary?	5	4	3	2	1	0
2. Are you satisfied that__________ is making Canadian friends?	5	4	3	2	1	0

Could you suggest any ways that the school could help your child adjust better?

____

____

____

Question	Very Satisfied	Satisfied	Undecided	Dissatisfied	Very Dissatisfied	Don't Know
3. Are you satisfied that he/she feels at ease in his/her E.S.L. class?	5	4	3	2	1	0
4. Are you satisfied that he/she feels at ease in his/her other classes?	5	4	3	2	1	0

Could you suggest any ways that the school could help your child feel more at ease?

____

____

____

Question	Very Satisfied	Satisfied	Undecided	Dissatisfied	Very Dissatisfied	Don't Know
5. Are you satisfied that____________ will be able to maintain his/her cultural identity?	5	4	3	2	1	0
6. Are you satisfied that____________ will be able to maintain his/her native language?	5	4	3	2	1	0

Could you suggest any ways that the school could help your child maintain his/her cultural heritage?______________

____

____

E. YOUR OPINION REGARDING THE CONTACT YOU HAVE WITH YOUR CHILD'S SCHOOL .9

Finally, I would like to ask you how you feel about the way the school has explained your child's program and his progress to you.

Question	Very Satisfied	Satisfied	Undecided	Dissatisfied	Very Dissatisfied	Don't Know
1. Are you satisfied that you are receiving enough information about what ____________________ does at school?	5	4	3	2	1	0
2. Are you satisfied that you are receiving enough information about what subjects he/she should be taking?	5	4	3	2	1	0
3. Are you satisfied that you are receiving enough information about what activities he/she could be involved in(such as sports, field trips, etc.)?	5	4	3	2	1	0
4. Are you satisfied with the amount of contact you have had with:						
a) ________________'s ESL teacher?	5	4	3	2	1	0
b) ________________'s other teachers?	5	4	3	2	1	0
c) ________________'s ESL school?	5	4	3	2	1	0
d) ________________'s other school?	5	4	3	2	1	0

Would you care to comment further on the amount of contact you have had with ____________________'s school(s)?

____

____

____

E. YOUR OPINION REGARDING THE CONTACT YOU HAVE WITH YOUR CHILD'S SCHOOL. (Continued)

Question	Very Satisfied	Satisfied	Undecided	Dissatisfied	Very Dissatisfied	Don't Know
4. Are you satisfied that you have been made aware of other services the school can provide for you and your child, such as:						
a) interpreter services	5	4	3	2	1	0
b) counselling services	5	4	3	2	1	0
c) library services	5	4	3	2	1	0
d) special help once he/she finishes E.S.L.	5	4	3	2	1	0
e) special help for learning problems	5	4	3	2	1	0
f) special help for parents	5	4	3	2	1	0

Would you care to comment further about the services you feel the school should provide for your child?

____

____

____

Thank you very much for sharing your opinions with me. I hope that we will be able to improve our services to your child and to other E.S.L. students in the future.

E.S.L. Teacher Questionnaire

INSTRUCTIONS FOR BACKGROUND INFORMATION QUESTIONS

Before we find out what you think about the Calgary Board of Education's E.S.L. program it would be helpful to have some general background information about you as an E.S.L. teacher.

Each question will be followed by a series of possible answers. Please put a tick (✓) in the box beside the answer that you feel best applies to you.

Example:

F1. In what part of Calgary do you live?
[ ] North East (1)
[ ] North West (2)
[ ] South East (3)
[ ] South West (4)
[ ] I don't live in Calgary (5)

If you live in the North East part of Calgary, put a tick (✓) in the first box.

If you live in the North West part of Calgary, put a tick (✓) in the second box.

If you live in the South East part of Calgary, put a tick (✓) in the third box.

If you live in the South West part of Calgary, put a tick (✓) in the fourth box.

If you don't live in Calgary, put a tick (✓) in the fifth box.

Please turn the page.

A. BACKGROUND INFORMATION

Could you please give us some background information about your work situation and your training in second language instruction.

Question	Answers	
1. At what instructional level do you teach?	☐ Elementary	(1)
	☐ Junior High	(2)
	☐ Senior High	(3)
2. In which Areas are the schools in which you teach?	☐ North	(1)
	☐ East	(2)
	☐ West	(3)
	☐ Southwest	(4)
	☐ Southeast	(5)
3. What is your teaching assignment?	☐ .4	(1)
	☐ .5	(2)
	☐ .6	(3)
	☐ Full time	(4)
4. How many E.S.L. students do you see per day?	☐ 20 students or less	(1)
	☐ 21 - 30 students	(2)
	☐ 31 - 40 students	(3)
	☐ 41 - 50 students	(4)
	☐ 51 - 60 students	(5)
	☐ 61 - 70 students	(6)
	☐ 71 - 80 students	(7)
	☐ More than 80 students	(8)
5. (For elementary teachers only) How do you students come to class?	☐ Taxi	(1)
	☐ Bus	(2)
	☐ Their E.S.L. class is in the same school	(3)
	☐ Other (Please specify ________________ ________________	(4)
6. How much prep time do you have per day?	☐ None	(1)
	☐ Less than 30 minutes	(2)
	☐ 31 - 60 minutes	(3)
	☐ 61 - 90 minutes	(4)
	☐ More than 90 minutes	(5)
7. Do you speak any language other than English?	☐ Yes	(1)
	☐ No	(2)

If YES:

a) Is your first language other than English?	☐ Yes	(1)
	☐ No	(2)
b) Does knowing another language help you as an E.S.L. teacher?	☐ Yes	(1)
	☐ No	(2)

Would you care to comment further about how knowing a second language has helped you as an E.S.L. teacher?

____

____

____

Please turn the page

A. BACKGROUND INFORMATION (Cont'd.)

Question	Answers	
8. How much formal training in second language instruction have you received?	☐ None	(1)
	☐ 1 - 2 university courses	(2)
	☐ 3 - 5 university courses	(3)
	☐ More than 5 university courses	(4)
9. How many inservice activities on second language language instruction have you attended this year?	☐ None	(1)
	☐ 1 - 2 inservice activities	(2)
	☐ 3 - 5 inservice activities	(3)
	☐ More than 5 inservice activities	(4)
10. How many conferences on second language instruction have you ever attended? (such as ATESL, TESOL, BCTEAL, etc.)	☐ None	(1)
	☐ 1 - 2 conferences	(2)
	☐ 3 - 5 conferences	(3)
	☐ More than 5 conferences	(4)
11. How many texts on second language instruction have you read on your own?	☐ None	(1)
	☐ 1 - 2 texts	(2)
	☐ 3 - 5 texts	(3)
	☐ More than 5 texts	(4)
12. How many journal articles on second language instruction have you read this year?	☐ None	(1)
	☐ 1-2 articles	(2)
	☐ 3-5 articles	(3)
	☐ More than 5 articles	(4)
13. In your opinion, which of the resources mentioned in Questions 6-11 has helped you the most in coping with the needs of E.S.L. students?	☐ Knowing another language	(1)
	☐ Formal training in second language instruction.	(2)
	☐ Inservice activities on second language instruction.	(3)
	☐ Conferences on second language instruction.	(4)
	☐ Texts on second language instruction.	(5)
	☐ Journal articles on second language instruction.	(6)
14. Which of these resources has helped you the least in coping with the needs of E.S.L. students?	☐ Knowing another language	(1)
	☐ Formal training in second language instruction.	(2)
	☐ Inservice activities on second language instruction.	(3)
	☐ Conferences on second language instruction.	(4)
	☐ Texts on second language instruction.	(5)
	☐ Journal articles on second language instruction.	(6)

15. Has anything else helped you cope with the educational needs of E.S.L. students?

____

____

____

INSTRUCTIONS FOR OPINION QUESTIONS

Now that we know a little bit about your background we would like to know what you think about the Calgary Board of Education's E.S.L. program. There are four areas in particular that are being considered. These include:

1. Student Needs
2. Teacher Needs
3. Program Needs
4. Communication Needs

The questionnaire works like this. You will be provided with a statement regarding one of these four areas. You can agree or disagree by using a six-point scale and then you can add your own comments or suggestions.

Example:

P1. As an Albertan, I feel that:	Strongly Agree	Agree	Disagree	Undecided	Strongly Disagree	Don't Know	Comments and Suggestions
a) Winter should be abolished.	5	4	3	2	1	0	

If you strongly agree that winter should be abolished, draw a circle (0) around 5.

If you agree that winter should be abolished, draw a circle (0) around 4.

If you can't make up your mind whether or not winter should be abolished, draw a circle (0) around 3.

If you disagree that winter should be abolished, draw a circle (0) around 2.

If you strongly disagree that winter should be abolished, draw a circle (0) around 1.

If you can't answer the question due to lack of information about winter in Alberta, draw a circle (0) around 0.

In addition, if you would like to add a comment or suggestion about abolishing winter in Alberta, you may write in the box on the right under "Comment".
Please be brief but please comment!

Please turn the page.

B. STUDENT NEEDS

Will you think about the various needs your students demonstrate and consider the following statements.

1. Prior to the commencement of instruction in E.S.L., I feel that my students were:

		Comments and Suggestions
a) Assessed adequately	5 4 3 2 1 0	
b) Placed in the appropriate grade.	5 4 3 2 1 0	
c) Placed in the appropriate E.S.L. class.	5 4 3 2 1 0	

Please turn the page.

2. Within my E.S.L. classroom, I feel that
I am providing my students with:

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Don't Know	Comments and Suggestions
a) Effective instruction for their language needs.	5	4	3	2	1	0	
b) Adequate support for their social needs.	5	4	3	2	1	0	
c) Adequate support for their emotional needs.	5	4	3	2	1	0	
d) Adequate support for their cultural needs.	5	4	3	2	1	0	

Please turn the page.

3. In the E.S.L. students' regular classes
I feel that they are being provided with:

		Suggestions for Improvement
a) Effective supplementary instruction for their language needs.	5 4 3 2 1 0	
b) Adequate support for their social needs.	5 4 3 2 1 0	
c) Adequate support for their emotional needs.	5 4 3 2 1 0	
d) Adequate support for their cultural needs.	5 4 3 2 1 0	

Please turn the page.

4. In the E.S.L. students' regular environment
I feel that they are being provided with:

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Don't Know	Comments and Suggestions
a) Effective informal language experience.	5	4	3	2	1	0	
b) Adequate support for their social needs.	5	4	3	2	1	0	
c) Adequate support for their emotional needs.	5	4	3	2	1	0	
d) Adequate support for their cultural needs.	5	4	3	2	1	0	

Please turn the page.

5. What other student needs should be addressed by the E.S.L. program?
Please suggest how this can be accomplished.

E.S.L. Student Needs	Comments and Suggestions
a)	
b)	
c)	

Please turn the page.

C. TEACHER NEEDS

Will you think about your own needs as an E.S.L. teacher and consider the following statements.

1. As an E.S.L. teacher, I feel that:

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Don't Know	Comments and Suggestions
a) My position is secure as a staff member in my school.	5	4	3	2	1	0	
b) I am a part of the staff of my school.	5	4	3	2	1	0	
c) I have adequate support from other staff members in my school	5	4	3	2	1	0	

Please turn the page.

2. As an E.S.L. teacher, I feel that:

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Don't Know	Comments and Suggestions
a) The staffing formula of 12:1 is appropriate for the E.S.L. classroom.	5	4	3	2	1	0	
b) The system is responsive to making staffing changes for E.S.L. as class sizes change.	5	4	3	2	1	0	
c) I have adequate prep time.	5	4	3	2	1	0	

Please turn the page.

3. As an E.S.L. teacher, I feel that:

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Don't Know	Comments and Suggestions
a) Sufficient time is provided by the system for my professional development.	5	4	3	2	1	0	
b) Sufficient inservice activities are provided by the E.S.L. consultant team.	5	4	3	2	1	0	
c. [illegible] made aware of external professional development activities (such as courses, conferences, etc.) available to me.	5	4	3	2	1	0	

Please turn the page.

4. What other teacher needs should be addressed by the E.S.L. program?
Please suggest how this can be accomplished.

E.S.L. Teacher Needs	Comments and Suggestions
a)	
b)	
c)	

Please turn the page.

D. PROGRAM NEEDS

Will you think about the needs of the E.S.L. program and consider the following statements.

1. As an E.S.L. teacher in the Calgary Board of Education system, I feel that the following program developments in E.S.L. should be implemented:

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Don't Know	Comments and Suggestions
a) Curriculum development for each Division.	5	4	3	2	1	0	
b) Curriculum consistency across the system for the Division in which you teach.	5	4	3	2	1	0	
c) Locally developed curriculum guidelines and teaching suggestions for each Division.	5	4	3	2	1	0	
d) Provincially developed curriculum guidelines and teaching suggestions for each Division.	5	4	3	2	1	0	
e) Program standards (i.e. entrance and exit standards)	5	4	3	2	1	0	
f) Program articulation with subjects in the regular program.	5	4	3	2	1	0	
g) Standardized testing procedures.	5	4	3	2	1	0	
h) A guide for E.S.L. resource materials.	5	4	3	2	1	0	
i) Administrative directions and guidelines for processing students.	5	4	3	2	1	0	
j) Priority guidelines for students with multiple needs	5	4	3	2	1	0	

Please turn the page.

2. As an E.S.L. teacher, I feel that there is a need for additional support services from:

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Don't Know	Comments and Suggestions
a) Interpreters	5	4	3	2	1	0	
b) School Psychologists	5	4	3	2	1	0	
c) Guidance Counsellors	5	4	3	2	1	0	
d) Home Liaison Workers	5	4	3	2	1	0	
e) Speech Pathologists	5	4	3	2	1	0	
f) Resource Room Teachers	5	4	3	2	1	0	
g) Para-professionals	5	4	3	2	1	0	
h) Parent/Student Volunteers	5	4	3	2	1	0	

Please turn the page.

3. (FOR ELEMENTARY E.S.L. TEACHERS ONLY)

As an E.S.L. teacher in the Elementary School,
I feel that:

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Don't Know	Comments and Suggestions
a) Transportation arrangements for E.S.L. students do not interfere with the teaching process.	5	4	3	2	1	0	
b) Transportation arrangements for E.S.L. students do not interfere with the learning process.	5	4	3	2	1	0	
c) The language needs of E.C.S. to Grade 2 children are better served within the regular classroom.	5	4	3	2	1	0	
d) The itinerant E.S.L. teacher concept for Division I children should be expanded.	5	4	3	2	1	0	

Please turn the page.

4. (FOR SECONDARY E.S.L. TEACHERS ONLY)

As a High School teacher, I feel that the following program alternatives should be made available in the High School E.S.L. program:

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Don't Know	Comments and Suggestions
a) Reception classes for new E.S.L. students.	5	4	3	2	1	0	
b) Accreditation for E.S.L. courses	5	4	3	2	1	0	
c) Independent study projects.	5	4	3	2	1	0	
d) Vocational programing.	5	4	3	2	1	0	
e) Transition classes in E.S.L. using content (e.g. skills across the curriculum)	5	4	3	2	1	0	
f) Transition classes in content areas	5	4	3	2	1	0	
g) Tutorial services for students integrated into regular classes.	5	4	3	2	1	0	

Please turn the page.

5. What other program needs should be addressed?
Please suggest how this can be accomplished.

E.S.L. Program Needs	Comments and Suggestions
a)	
b)	
c)	

Please turn the page.

E. COMMUNICATION NEEDS

Will you think about the importance of two-way communications about the E.S.L. progress and consider the following statements.

As an E.S.L. teacher, I feel that communication regarding individual students' progress is adequate between me and:

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Don't Know	Comments and Suggestions
a) The parents of my E.S.L. students	5	4	3	2	1	0	
b) The regular classroom teachers of my E.S.L. students	5	4	3	2	1	0	
c) The resource room teacher	5	4	3	2	1	0	
d) The guidance counsellor	5	4	3	2	1		
e) The Language Arts staff	5	4	3	2	1	0	
f) My principal	5	4	3	2	1	0	
g) The E.S.L. consultant	5	4	3	2	1	0	
h) My former E.S.L. students	5	4	3	2	1		
h) Anyone else? ____________________ (Write in your suggestion here)	5	4	3	2	1	0	

Thank you for your help!

QUESTIONNAIRE FOR REGULAR CLASSROOM TEACHERS OF E.S.L. STUDENTS

INSTRUCTIONS FOR BACKGROUND INFORMATION QUESTIONS

Before we find out what you think about the Calgary Board of Education's E.S.L. program it would be helpful to have some general background information about you as a regular classroom teacher of E.S.L. students.

Each question will be followed by a series of possible answers. Please put a tick (√) in the box beside the answer that you feel best applies to you.

Example:

F1. In what part of Calgary do you live?	☐ North East	(1)
	☐ North West	(2)
	☐ South East	(3)
	☐ South West	(4)
	☐ I don't live in Calgary	(5)

If you live in the North East part of Calgary, put a tick (√) in the first box.

If you live in the North West part of Calgary, put a tick (√) in the second box.

If you live in the South East part of Calgary, put a tick (√) in the third box.

If you live in the South West part of Calgary, put a tick (√) in the fourth box.

If you don't live in Calgary, put a tick (√) in the fifth box.

Please turn the page.

A. BACKGROUND INFORMATION

Could you please give us some background information about your work situation.

Question	Answers
1. At what instructional level do you teach?	☐ Elementary (1) ☐ Junior High (2) ☐ Senior High (3)
2. For which Area Office do you teach?	☐ North (1) ☐ East (2) ☐ West (3) ☐ Southwest (4) ☐ Southeast (5)
3. How many E.S.L. students (i.e. students currently receiving E.S.L. instruction) do you have in your class or classes?	☐ None (1) ☐ 1-2 E.S.L. students (2) ☐ 3-5 E.S.L. students (3) ☐ 6-8 E.S.L. students (4) ☐ 9-10 E.S.L. students (5) ☐ More than 10 E.S.L. students (6)
4. (FOR ELEMENTARY TEACHERS ONLY) To what Area do your E.S.L. students travel for E.S.L. instruction?	☐ North (1) ☐ East (2) ☐ West (3) ☐ Southwest (4) ☐ Southeast (5)
5. (FOR ELEMENTARY TEACHERS ONLY) How do your E.S.L. students travel to their E.S.L. class?	☐ Taxi (1) ☐ Bus (2) ☐ Their E.S.L. class is in the same school (3) ☐ Other (Please Specify) ________ (4) ________________
6. (FOR SECONDARY TEACHERS ONLY) What subjects do you teach?	☐ Math (1) ☐ Science (2) ☐ Social Studies (3) ☐ Typing (4) ☐ Physical Education (5) ☐ Other (Please Specify) ________ ________________

Please turn the page.

INSTRUCTIONS FOR OPINION QUESTIONS

Now that we have some general information about your teaching situation, we would like to know what you think about the Calgary Board of Education's E.S.L. program.

You will be provided with a statement about E.S.L. You can agree or disagree using a six-point scale.

Example:

P1. As an Albertan,
I feel that:

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Don't Know
a) Winter should be abolished.	5	4	3	2	1	0

If you very definitely agree that winter should be abolished, draw a circle (0) around 5.

If you agree that winter should be abolished, draw a circle (0) around 4.

If you can't make up your mind whether or not winter should be abolished, draw a circle (0) around 3.

If you disagree that winter should be abolished, draw a circle (0) around 2.

If you very definitely disagree that winter should be abolished, draw a circle (0) around 1.

If you can't answer the question due to lack of information about winter n Alberta, draw a circle (0) around 0.

In addition, from time to time, your comments on a topic will be requested.

Note that some questions are either for Elementary of Secondary teachers only.

Please turn the page.

B. OPINION QUESTIONS

1. As the regular classroom teacher of E.S.L. students, it is my opinion that I provide:

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Don't Kno
a) Effective supplementary language instruction for my E.S.L. students	5	4	3	2	1	0
b) Adequate support for the social needs of my E.S.L. students.	5	4	3	2	1	0
c) Adequate support for the emotional needs of my E.S.L. students.	5	4	3	2	1	0
d) Adequate support for the cultural needs of my E.S.L. students.	5	4	3	2	1	0

2. As the regular classroom teacher of E.S.L. students, it is my opinion that my school provides:

a) Effective informal language experience for my E.S.L. students.	5	4	3	2	1	0
b) Adequate support for the social needs of my E.S.L. students.	5	4	3	2	1	0
c) Adequate support for the social needs of my E.S.L. students.	5	4	3	2	1	0
d) Adequate support for the cultural needs of my E.S.L. students	5	4	3	2	1	0

3. As the regular classroom teacher of E.S.L. students, it is my opinion that the E.S.L. program provides:

a) Effective language instruction for the language needs of my E.S.L. students.	5	4	3	2	1	0
b) Adequate support for the social needs of my E.S.L. students	5	4	3	2	1	0
c) Adequate support for the emotional needs of my E.S.L. students.	5	4	3	2	1	0
d) Adequate support for the cultural needs of my E.S.L. students.	5	4	3	2	1	0

Would you care to comment further about the needs of your E.S.L. students which are not being currently met?

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Please turn the page

4. As a regular classroom teacher of E.S.L. students, I feel that communication regarding E.S.L. students needs to be improved between me and:

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Don't Know
a) The E.S.L. teacher						
b) The systems level E.S.L. coordinator	5	4	3	2	1	0
c) The parents of my E.S.L. students	5	4	3	2	1	0
d) The resource room teacher	5	4	3	2	1	0
e) The guidance counsellor	5	4	3	2	1	0
f) My principal	5	4	3	2	1	0
g) Anyone else?	5	4	3	2	1	0

(Write in your suggestion here)

Would you care to comment further regarding the improvement of communication related to E.S.L. students?

5. What suggestions can you make for the improvement of the E.S.L. program, its organization and its modes of instruction?

Please turn the page

6. (FOR ELEMENTARY TEACHERS ONLY)

As a regular classroom teacher of E.S.L. students, I feel that:

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Don't Know
a) Transportation arrangements for E.S.L. students do not interfere with the teaching process.	5	4	3	2	1	0
b) Transportation arrangements for E.S.L. students do not interfere with the learning process.	5	4	3	2	1	0

Would you care to comment further about your E.S.L. students' transportation arrangements?

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	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Don't Know
c) The itinerant E.S.L. resource teacher concept should be expanded.	5	4	3	2	1	0
d) The language needs of E.C.S. to Grade 2 children are better served in an integrated situation. (i.e. remaining in their regular classroom with occasional specialized E.S.L. help).	5	4	3	2	1	0

Would you care to comment further about the integration of E.C.S. children into regular classrooms?

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Please turn the page

7. (FOR SECONDARY TEACHERS ONLY) 7.

As a regular classroom teacher of E.S.L. students, I feel that the following program alternatives should be made available for Secondary E.S.L. students:

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Don't Know
a) Reception classes for new E.S.L. students.	5	4	3	2	1	0
b) Accreditation for E.S.L. courses.	5	4	3	2	1	0
c) Independent study projects for E.S.L. students.	5	4	3	2	1	0
d) Vocational programming for E.S.L. students.	5	4	3	2	1	0
e) Transition classes in E.S.L. using content material	5	4	3	2	1	0
f) Transition classes in the content areas (ie. separate content classes for E.S.L. students)	5	4	3	2	1	0
g) Tutorial services for students integrated into regular classes.	5	4	3	2	1	

Would you care to comment further about program alternatives which should be made available to Secondary E.S.L. students?

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Thank you for your help!

PRINCIPAL QUESTIONNAIRE
E.S.L. EVALUATION STUDY

INSTRUCTIONS FOR BACKGROUND INFORMATION QUESTIONS

Before we find out what you think about the Calgary Board of Education's E.S.L. program it would be helpful to have some general background information about you as a principal involved with the E.S.L. program.

Each question will be followed by a series of possible answers. Please put a tick (✓) in the box beside the answer that you feel best applies to you.

Example:

F1. In what part of Calgary do you live?

☐ North East (1)
☐ North West (2)
☐ South East (3)
☐ South West (4)
☐ I don't live in Calgary (5)

If you live in the North East part of Calgary, put a tick (✓) in the first box.

If you live in the North West part of Calgary, put a tick (✓) in the second box, etc.

Please turn the page.

A. BACKGROUND INFORMATION

Could you please give us some background information about your school.

Question	Answers
1. At what instructional level is your school?	☐ Elementary (1) ☐ Elementary-Junior High (2) ☐ Junior High (3) ☐ Junior High-Senior High (4) ☐ Senior High (5)
2. In what Area is your school?	☐ North (1) ☐ East (2) ☐ West (3) ☐ Southwest (4) ☐ Southeast (5)
3. Is there E.S.L. instruction at your school?	☐ Yes, my school is a host school (1) ☐ No, my school is a feeder school (2)

If NO:

a) How many E.S.L. students get to their E.S.L. class by taxi?	☐ 5 students or less (1) ☐ 6 - 10 students (2) ☐ 11 - 15 students (3) ☐ More than 15 students (4)
b) How many E.S.L. students get to their E.S.L. class by bus?	☐ 5 students or less (1) ☐ 6 - 10 students (2) ☐ 11 - 15 students (3) ☐ More than 15 students (4)
c) How many E.S.L. students walk to their to their E.S.L. class?	☐ 5 students or less (1) ☐ 6 - 10 students (2) ☐ 11 - 15 students (3) ☐ More than 15 students (4)
d) How many E.S.L. students get to their E.S.L. class another way? (Please specify) ____________________ ____________________	☐ 5 students or less (1) ☐ 6 - 10 students (2) ☐ 11 - 15 students (3) ☐ More than 15 students (4)
e) Transportation arrangements for E.S.L. students in my school do not interfere with the teaching process.	☐ True (1) ☐ False (2)
f) Transportation arrangements for E.S.L. students in my school do not interfere with the learning process.	☐ True (1, ☐ False (2)

g) Would you care to comment further about the impact of transportation on both the E.S.L. and regular programs.

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Please turn the page.

4. Approximately how many E.S.L. students registered in your school are currently receiving E.S.L. instruction?

☐ 20 students or less	(1)
☐ 21 - 30 students	(2)
☐ 31 - 40 students	(3)
☐ 41 - 50 students	(4)
☐ 51 - 60 students	(5)
☐ 61 - 70 students	(6)
☐ 71 - 80 students	(7)
☐ More than 80 students	(8)

5. Approximately how many other students are registered in your school who you feel should be receiving E.S.L. instruction but aren't?

☐ 20 students or less	(1)
☐ 21 - 30 students	(2)
☐ 31 - 40 students	(3)
☐ 41 - 50 students	(4)
☐ 51 - 60 students	(5)
☐ 61 - 70 students	(6)
☐ 71 - 80 students	(7)
☐ More than 80 students	(8)

6. Approximately how many students registered in your school who are receiving E.S.L. instruction also demonstrate other needs (Such as learning disabilities, physical handicaps, etc.)

☐ None	(1)
☐ 1 - 3 students	(2)
☐ 4 - 5 students	(3)
☐ More than 5 students	(4)

Would you itemize what these disabilities are:

Number of E.S.L. students with disabilities	Nature of disability

7. Approximately how many parents of E.S.L. students have you met with this year to discuss their child's progress?

☐ 5 parents or less	(1)
☐ 6 - 10 parents	(2)
☐ 11 - 15 parents	(3)
☐ 16 - 20 parents	(4)
☐ More than 20 parents	(5)

Please turn the page.

INSTRUCTIONS FOR OPINION QUESTIONS

Now consider the Calgary Board of Education's E.S.L. program and give us your opinion about it in the following four areas:

1. E.S.L. Student Needs
2. E.S.L. Teacher Needs
3. E.S.L. Program Needs
4. E.S.L. Communication Needs

The questionnaire is designed in the following manner. You will be provided with a statement regarding one of these four areas. You can agree or disagree by using a six-point scale.

Example:

P1. As an Albertan,
I feel that:

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Don't Know
a) Winter should be abolished.	5	4	3	2	1	0

Draw a circle around the number which reflects your opinion on the statement:
5 = Strongly Agree, 4 = Agree, 3 = Undecided, 2 = Disagree, 1 = Strongly Disagree, 0 = Don't Know.

Please turn the page.

B. E.S.L. STUDENT NEEDS

Consider how E.S.L. student needs are currently being met and react to the following statements.

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Don't Know
1. The E.S.L. teachers are providing the E.S.L. students enrolled in my school with:						
a) Effective instruction for their language needs	5	4	3	2	1	0
b) Adequate support for their social needs.	5	4	3	2	1	0
c) Adequate support for their emotional needs.	5	4	3	2	1	0
d. Adequate support for their cultural needs.	5	4	3	2	1	0
2. The regular classroom teachers in my school are providing my E.S.L. students with:						
a) Effective supplementary instruction for their language needs.	5	4	3	2	1	0
b) Adequate support for their social needs.	5	4	3	2	1	0
c) Adequate support for their emotional needs.	5	4	3	2	1	0
d) Adequate support for their cultural needs.	5	4	3	2	1	0
3. The overall environment in my school is providing my E.S.L. students with:						
a) Effective informal language experience. (e.g. through informal integration activities such as pairing with English-speaking students, etc.)	5	4	3	2	1	0
b) Adequate support for their social needs. (e.g. encouraging participation in extracurricular activities, etc.)	5	4	3	2	1	0
c) Adequate support for their emotional needs. (e.g. developing a sense of belonging, etc.)	5	4	3	2	1	0
d) Adequate support for their cultural needs. (e.g. Culture Fairs, cultural resource material, etc.)	5	4	3	2	1	0

Would you care to comment further about any E.S.L. student needs that you feel should be addressed.

Please turn the page.

C. E.S.L. TEACHER NEEDS

Consider how E.S.L. teacher needs are currently being met and react to the following statements.

1. The system is providing adequate support for E.S.L. teachers from:

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Don't Know
a) Interpreters	5	4	3	2	1	0
b) Psychologists	5	4	3	2	1	0
c) Guidance Counsellors	5	4	3	2	1	0
d) Home-School Liaison Workers	5	4	3	2	1	0
e) Speech Pathologists	5	4	3	2	1	0
f) Resource Room Teachers	5	4	3	2	1	0
g) Para-professionals	5	4	3	2	1	0
h) Parent/Student Volunteers	5	4	3	2	1	0
i) Other (write your suggestion here)	5	4	3	2	1	0

____

2. In my opinion, additional support for E.S.L. teachers should be provided by:

a) Interpreters	5	4	3	2	1	0
b) Psychologists	5	4	3	2	1	0
c) Guidance Counsellors	5	4	3	2	1	0
d) Home-School Liaison Workers	5	4	3	2	1	0
e) Speech Pathologists	5	4	3	2	1	0
f) Resource Room Teachers	5	4	3	2	1	0
g) Para-professionals	5	4	3	2	1	0
h) Parent/Student Volunteers	5	4	3	2	1	0
i) Other (as above)	5	4	3	2	1	0

____

3. Would you care to comment further regarding support services for E.S.L. teachers?

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Please turn the page.

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Don't Know
4. E.S.L. teachers as a group are provided with adequate professional development time.	5	4	3	2	1	0
5. (FOR HOST PRINCIPALS ONLY) As principal of a host E.S.L. school, I would support setting a joint professional development day with other host E.S.L. schools to enable E.S.L. teachers to meet for professional activities.	5	4	3	2	1	0

6. Would you care to comment further on the professional development needs of E.S.L. teachers?

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7. Are there other E.S.L. teacher needs that you feel should be addressed?

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Please turn the page.

D. E.S.L. PROGRAM NEEDS

Consider E.S.L. programming needs which you have observed either at the school or at the system level and react to these statements.

1. In developing a personal profile of hiring criteria for E.S.L. teachers, the following characteristics should be included:

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagre	Don't Kn
a) Personal suitability	5	4	3	2	1	0
b) Training in second language acquisition	5	4	3	2	1	0
c) Attitudes toward immigrant children	5	4	3	2	1	0
d) Knowledge of teaching experience	5	4	3	2	1	0
e) Regular classroom teaching experience	5	4	3	2	1	0
f) Years of teaching experience	5	4	3	2	1	0
g) Interpersonal skills with fellow staff members	5	4	3	2	1	0
h) Other (write your suggestion here)						

____

2. Please rank these hiring criteria for E.S.L. teachers in the following manner:

I = Important
II = Should be Considered
III = Not Important

a) Personal suitability	I	II	III
b) Training in second language acquisition	I	II	III
c) Attitudes toward immigrant children	I	II	III
d) Knowledge of teaching experience	I	II	III
e) Regular classroom teaching experience	I	II	III
f) Years of teaching experience	I	II	III
g) Interpersonal skills with fellow staff members	I	II	III
h) Other (as above)	I	II	III

____

Please turn the page.

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagr	Don't Kno
3. As a principal involved in the E.S.L. program, I feel that I have had an adequate orientation to:						
a) The E.S.L. program	5	4	3	2	1	0
b) The needs of E.S.L. students	5	4	3	2	1	0
4. As a principal involved in the E.S.L. program, I feel that my regular teachers with E.S.L. students have had an adequate orientation to:						
a) The E.S.L. program	5	4	3	2	1	0
b) The needs of E.S.L. students	5	4	3	2	1	0

5. Would you care to comment further about staff orientation to E.S.L.

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	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagr	Don't Kno
6. (FOR HOST PRINCIPALS ONLY) As principal of a host school for E.S.L., I feel that I have been provided with:						
a) Sufficient inservice activities in the area of E.S.L. teacher evaluations	5	4	3	2	1	0
b) Adequate criteria to evaluate E.S.L. teachers	5	4	3	2	1	0

c) Would you care to comment further about your role in E.S.L. teacher evaluation.

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Please turn the page.

7. **Administrative policies and guidelines should be developed to help principals determine:**

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagre	Don't Kno
a) E.S.L. program organization in the school	5	4	3	2	1	0
b) E.S.L. program size in the school	5	4	3	2	1	0
c) E.S.L. class size in the school	5	4	3	2	1	0
d) A staffing ratio for E.S.L. teachers	5	4	3	2	1	0
e) A means of adjusting E.S.L. staff to fluctuations in the E.S.L. student population in the school during the year	5	4	3	2	1	0
f) Criteria for entrance to E.S.L. classes	5	4	3	2	1	0
g) Criteria for placement within available E.S.L. classes	5	4	3	2	1	0
h) The degree of articulation between E.S.L. and subject areas	5	4	3	2	1	0
i) Criteria for the referral of E.S.L. students for assessment	5	4	3	2	1	0
j) Criteria for dealing with E.S.L. students with multiple needs (learning disabilities, physical handicaps, etc.)	5	4	3	2	1	0
k) Criteria for exit from E.S.L. classes	5	4	3	2	1	0
l) Criteria for termination of E.S.L. students aged 18 and over	5	4	3	2	1	0
m) Other (write your suggestion here) ______________________	5	4	3	2	1	0

8. **Curricular guidelines for E.S.L. should be developed for Divisions I - IV by:**

a) The system	5	4	3	2	1	0
b) The Department of Education	5	4	3	2	1	0
c) The system and the Department of Education in joint consultation	5	4	3	2	1	0

d) Would you care to comment further regarding curriculum development for E.S.L.?

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Please turn the page.

9. (FOR ELEMENTARY PRINCIPALS ONLY)

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disag	Don't Kno
a) The language needs of E.C.S. to Grade 2 children are better served within the regular classroom.	5	4	3	2	1	0
b) The social and emotional needs of E.C.S. to Grade 2 children are better served within the regular classroom.	5	4	3	2	1	0
c) The cultural needs of E.C.S. to Grade 2 children are better served within the regular classroom.	5	4	3	2	1	0
d) The Itinerant E.S.L. Resource Teacher concept for E.C.S. to Grade 2 children should be expanded across the system.	5	4	3	2	1	0
e) The language needs of Grades 3 - 6 children are better served in the E.S.L. classroom.	5	4	3	2	1	0
f) The Itinerant E.S.L. Resource Teacher concept should be piloted for Grades 3 - 6 children.	5	4	3	2	1	0

g) Would you care to comment further about the Itinerant E.S.L. Resource Teacher concept?

____

____

____

____

h) Would you care to comment on the special program needs of E.S.L. children in Grades 3 - 6?

____

____

____

____

10. (FOR SECONDARY PRINCIPALS ONLY)

The following program alternatives should be made available to E.S.L. students:

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disag	Don't Kno
a) Reception classes for new E.S.L. students.	5	4	3	2	1	0
b) Credit for E.S.L. courses.	5	4	3	2	1	0
c) Independent study projects.	5	4	3	2	1	0
d) Vocational programming.	5	4	3	2	1	0
e) Transition classes in E.S.L. using content. (e.g. skills across the curriculum)	5	4	3	2	1	0
f) Transition classes in subject areas for E.S.L. students.	5	4	3	2	1	0
g) Tutorial services for students integrated into regular classes.	5	4	3	2	1	0
h) Other (write your suggestion here)	5	4	3	2	1	0
____	5	4	3	2	1	0

Please turn the page.

E. E.S.L. COMMUNICATION NEEDS

Will you consider the importance of two-way communication about the E.S.L. Program and its students and react to the following statements.

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Don't Kn
1. As a school principal, I feel that communication about the E.S.L. student is adequate between me and:						
a) The E.S.L. teacher(s)	5	4	3	2	1	0
b) The regular classroom teacher(s) of the E.S.L. student	5	4	3	2	1	0
c) The principal of the E.S.L. student's other school (if applicable)	5	4	3	2	1	0
2. As a school principal, I feel that communication about the E.S.L. program is adequate between me and:						
a) The E.S.L. consultant	5	4	3	2	1	0
b) The E.S.L. supervisor	5	4	3	2	1	0
3. As a school principal, I feel that communication between the parents of E.S.L. students and me is adequate regarding:						
a) The E.S.L. student's progress	5	4	3	2	1	0
b) The E.S.L. program	5	4	3	2	1	0
c) Regular program and course alternatives	5	4	3	2	1	0
d) Extracurricular activities (e.g. field trips)	5	4	3	2	1	0
e) Additional services available in the school (e.g. counselling, library, etc.)	5	4	3	2	1	0
f) Special services available at the system level (e.g. psychologists)	5	4	3	2	1	0
g) The school system in general	5	4	3	2	1	0

Would you care to comment further about communications regarding E.S.L.?

Thank you for taking the time
to complete this questionnaire!

APPENDIX 3

Summary of Results by Questionnaire

Page

a) ESL Student Interview/Questionnaire 183

b) ESL Parent Questionnaire 207

c) ESL Teacher Questionnaire 239

d) Regular Classroom Teachers of ESL Students Questionnaire 266

e) Principal Questionnaire 279

ESL STUDENT INTERVIEW/QUESTIONNAIRE

SUMMARY OF RESULTS

1. OVERALL

A. DESCRIPTIVE DATA

SEX (n = 242)	
Boys	135 (56%)
Girls	107 (44%)

NATIONALITY (n = 242)	
Asian	173 (72%)
European	27 (11%)
Other	22 (9%)
NR	20 (8%)

AGE (n = 242)	
6 - 9 years of age	40 (17%)
10 - 12 years of age	43 (18%)
13 - 15 years of age	76 (31%)
16 - 18 years of age	70 (29%)
Over 18 years of age	12 (5%)
NR	1 (0%)

GRADE (n = 242)	
K - 3	40 (17%)
4 - 6	46 (19%)
7 - 9	84 (35%)
10 - 12	72 (30%)

YEARS IN SCHOOL IN FORMER COUNTRY (n = 242)	
0 - 3 years	59 (24%)
4 - 6 years	68 (28%)
7 - 9 years	75 (31%)
10 - 12 years	21 (9%)

LENGTH OF TIME IN CANADA			LENGTH OF TIME IN CALGARY		
Less than 6 months	32	(13%)	Less than 6 months	38	(16%)
6 - 12 months	58	(24%)	6 - 12 months	79	(33%)
13 - 18 months	47	(19%)	13 - 18 months	44	(18%)
19 - 24 months	43	(18%)	19 - 24 months	33	(14%)
Over 24 months	49	(20%)	Over 24 months	40	(17%)
NR	13	(5%)		8	(3%)
TOTAL	242			242	

NUMBER OF ESL STUDENTS IN FEEDER SCHOOLS BY AREA[1]
(n = 86)

North	16 (19%)
East	23 (27%)
West	6 (7%)
Southwest	15 (17%)
Southeast	20 (23%)
NR	6 (2%)

NUMBER OF ESL STUDENTS IN HOST SCHOOLS BY AREA[1]
(n = 242)

North	83 (34%)
East	95 (39%)
West	34 (14%)
Southwest	10 (4%)
Southeast	17 (7%)
NR	3 (1%)

[1] Area means geographical area supervised by a C.B.E. Area Office

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NUMBER OF ESL STUDENTS WHO TRAVEL TO ESL CLASS
(n = 86)

Students who travel	53 (62%)
Students who don't travel	30 (35%)
NR	3 (3%)

MODE OF TRANSPORTATION OF ELEMENTARY ESL STUDENTS
(n = 53)

Taxi	29 (55%)
Bus	21 (40%)
Other	3 (5%)

LENGTH OF TIME TO TRAVEL TO ESL CLASS
(n = 53)

Less than 15 minutes	41 (77%)
16 - 30 minutes	8 (15%)
45 - 60 minutes	1 (2%)
NR	3 (6%)

ATTITUDE OF ELEMENTARY STUDENTS TOWARD TRAVEL TO ESL CLASS
(n = 53)

Like travelling to ESL class	39 (74%)
Don't like travelling to ESL class	6 (11%)
NR	8 (15%)

COMMENTS: Positive - I can play while I'm waiting.
It's a nice man.
Negative - No, you have to run quickly.
No, I get a headache.
No, the taxi driver drives too fast.
Undecided- Morning OK, afternoon I don't like it.

WHO ESL STUDENTS LIVE WITH
(n = 242)

With parents	199 (82%)
Not with parents*	42 (17%)
NR	2 (1%)

* (34 with Brother/sister, 4 with Relatives, 3 with Guardians)

EMPLOYMENT STATUS OF PARENTS
(n = 199)

	FATHER	MOTHER
Employed	156 (68%)	122 (61%)
Unemployed	34 (17%)	75 (38%)
NR	29 (15%)	2 (1%)

ENGLISH SKILLS OF PARENTS
(n = 199)

	FATHER	MOTHER
No English	44 (22%)	90 (45%)
A little English	66 (33%)	70 (35%)
Quite a bit of English	19 (10%)	20 (10%)
Speaks English well	40 (20%)	17 (9%)
NR	30 (15%)	2 (1%)

EMPLOYMENT STATUS
OF SECONDARY ESL STUDENTS
(n = 156)

ESL students employed	56 (36%)
ESL students not employed	90 (58%)
NR	10 (6%)

TYPE OF EMPLOYMENT
OF SECONDARY ESL STUDENTS
(n = 56)

Cleaning offices	23 (41%)
In restaurant	21 (38%)
Babysitting	4 (7%)
In store	2 (4%)
Other*	4 (7%)
NR	2 (3%)

HOURS OF EMPLOYMENT
OF SECONDARY ESL STUDENTS
(n = 56)

Less than 8 hours	10 (18%)
9 - 24 hours	27 (48%)
25 - 40 hours	18 (32%)
NR	1 (2%)

* (1 Odd jobs in office, 1 Microfilm, 1 Carpenter's helper
1 Delivery of flyers)

B. SUMMARY OF ATTITUDES OF ESL STUDENTS - OVERALL

ATTITUDES (n = 242)			
QUESTION	YES	NO	NO RESPONSE
Do you like living in Canada?	215 (89%)	16 (7%)	11 (5%)
Do you like going to school in Calgary?	232 (96%)	8 (3%)	2 (1%)
Did you like going to school in the country you lived in before?	195 (81%)	29 (12%)	18 (7%)
Do you like your ESL class?	207 (86%)	20 (8%)	15 (6%)
Are you learning English as quickly as you want to?	183 (76%)	53 (22%)	6 (2%)
Do you like your other classes?	206 (85%)	19 (8%)	17 (7%)
Do you understand your other teachers (i.e. not ESL) well enough to do your school work?	188 (78%)	30 (12%)	24 (10%)
Do you have any Canadian friends?	161 (67%)	73 (30%)	8 (3%)
When you first started school here, did you have trouble understanding what you should do?	173 (71%)	58 (24%)	11 (5%)
Would you like your teachers to talk to your parents more often?	134 (55%)	76 (31%)	32 (13%)

SECONDARY ESL STUDENTS' ATTITUDES TOWARD SUGGESTED PROGRAM CHANGES
(n = 156)

	YES	NO	NO RESPONSE*
Credit for ESL courses	79 (51%)	10 (6%)	67 (43%)
Time for self study	55 (35%)	34 (22%)	67 (43%)
Vocational programming	64 (41%)	22 (14%)	70 (45%)
Tutorial service once finished ESL	81 (52%)	11 (7%)	64 (41%)
Transition classes in content areas	62 (40%)	6 (4%)	88 (56%)

* High No Response rate may be due to either the location of this question on the back of the last page of the questionnaire or the difficulty of the vocabulary.

C. SUPPLEMENTARY INFORMATION - OVERALL

FREQUENCY OF VISITS WITH CANADIAN FRIENDS
(n = 161)

Every day	37 (23%)
Twice a week	24 (15%)
Once a week	16 (10%)
Now and then	21 (13%)
Once in a while	32 (20%)
Never	21 (13%)
NR	10 (6%)

FREQUENCY OF PARENT-TEACHER VISITS
(n = 242)

Twice a year	77 (32%)
Once a year	42 (17%)
Never	102 (42%)
NR	12 (9%)

WHO HELPED WITH ESL STUDENTS' ORIENTATION
(n = 173)

The ESL teacher	110 (64%)
A student interpreter	61 (36%)
The classroom teacher	59 (34%)
An adult interpreter	24 (14%)
Other*	31 (13%)

* (9 A teacher, 7 Relatives, 6 Friends, 4 Classmates, 2 Everybody, 1 Nobody, 1 Teacher's Aide, 1 A woman)

D. COMMENTS - OVERALL

SUMMARY OF COMMENTS

ESL STUDENT INTERVIEW/QUESTIONNAIRE

QUESTION	RESPONSES						
	n	POSITIVE	%	NEGATIVE	%	INDETERMINATE	%
1. Do you like living in Canada?	183	157	86%	22	12%	4	2%
2. Do you like going to school in Calgary?	184	172	94%	10	5%	2	1%
3. Did you like going to school in the country you lived in before?	200	164	82%	24	12%	12	6%
4. Do you like your ESL class?	185	173	94%	11	6%	1	1%
5. Do you like your other classes?	175	158	90%	16	9%	1	1%
6. Would you like your teachers to talk to your parents more often?	32	10	31%	21	66%	1	3%

TYPICAL STUDENT COMMENTS BY SCHOOL LEVEL

ESL STUDENT QUESTIONNAIRE/INTERVIEW

QUESTION	RESPONSES			
	GENERAL	ELEMENTARY	JUNIOR HIGH	SENIOR HIGH
1. Do you like living in Canada? POSITIVE	I like Canada (21) I like everything (5)	I like the climate(9) New places and things to see (6) Lots of food and clothing (4) I was born here (3) Possessions (bike, house) (3)	Freedom, no wars (12) I like the climate (8) I like school (6) The people are good (5) Jobs and money plentiful (4) Modern and clean (4) I was born here (3)	Freedom, no wars (16) The people are good (7) I like school (5) Jobs and money plentiful (3)
NEGATIVE			I don't like the climate (8)	I like my own country (2)
2. Do you like going to school in Calgary? POSITIVE	I like learning English (57) I like being with friends (29) The teachers are good (18)	It's fun (12)	It's a nice school (13) I'm learning lots of things (10)	I'm learning lots of things (11)
NEGATIVE	Not enough homework(3)		I don't have many friends (2) The school day is too long (2)	

TYPICAL STUDENT COMMENTS BY SCHOOL LEVEL (Continued)

ESL STUDENT QUESTIONNAIRE/INTERVIEW

QUESTION	RESPONSES			
	GENERAL	ELEMENTARY	JUNIOR HIGH	SENIOR HIGH
3. Did you like going to school in the country you lived in before?				
POSITIVE	I had friends (50)	I knew the language (17)	I needed to know how to read and write (5) I like to study and learn (7) It was fun (5)	I knew the language (12) I needed to know how to read and write (8) I like to study and learn (9) It was easy (6)
NEGATIVE		I had lots of homework (2) I went just to learn, not to have fun (2)	The teachers weren't good (2) The education was not as good (2)	The teachers weren't good (2)
INDETERMINATE			I only went half a day (5) I didn't go for many years (2)	

TYPICAL STUDENT COMMENTS BY SCHOOL LEVEL (Continued)

ESL STUDENT QUESTIONNAIRE/INTERVIEW

QUESTION	RESPONSES			
	GENERAL	ELEMENTARY	JUNIOR HIGH	SENIOR HIGH
4. Do you like your ESL class? POSITIVE	I want to learn English (67)	Good teachers (15) I like to read (7) I want to learn things (6)	Good teachers (17) I meet many friends (9)	I can understand (8) I want to learn things (4)
NEGATIVE		No, I want to take regular classes (1)	No, I've had enough (4) It's a little boring (1)	No, I want to take regular classes (1) It's a little boring (1) So many students speak my language, I can't practise English (1)
5. Do you like your other classes? POSITIVE		I have lots of friends (20) Good teachers (10) We play games (9) They are fun (7) I like math (5) I enjoy them (4)	I have lots of friends (17) I learn many things (8) Good teachers (8) I like math (3) Yes, if I understand (3)	I learn many things (14) They help me learn English (8) I enjoy them (7)

TYPICAL STUDENT COMMENTS BY SCHOOL LEVEL (Continued)

ESL STUDENT QUESTIONNAIRE/INTERVIEW

QUESTION	RESPONSES			
	GENERAL	ELEMENTARY	JUNIOR HIGH	SENIOR HIGH
5. Do you like your other classes? (cont'd) NEGATIVE		The children are not nice (2) Some things are too hard (1)	No, I don't understand (3) The children are not nice (3) I have no friends (2) Some things are too hard (1)	No, I don't understand (2)
6. Would you like your teachers to talk to your parents more often? POSITIVE		May be, if I am in trouble (3)		They like to know what I do (3)
NEGATIVE	They don't speak English (10)	She has to work (2) A relative comes (2)	They don't have time (1) It's enough (1)	They don't have time (1) It's enough (1)
7. Supplementary Question: Why aren't you learning English as quickly as you want to?			The vocabulary is hard (3) I can't speak as well as I'd like to (2) I can't write as well as I'd like to (1) If we were in regular class we would learn more (1)	The vocabulary is hard (9) I don't have much time to learn (6) After school I don't speak English and forget the words (4) I can't speak as well as I'd like to (1) I can't write as well as I'd like to (1)

TYPICAL STUDENT COMMENTS BY SCHOOL LEVEL (Continued)

ESL STUDENT QUESTIONNAIRE/INTERVIEW

QUESTION	RESPONSES			
	GENERAL	ELEMENTARY	JUNIOR HIGH	SENIOR HIGH
8. Supplementary Question: If you can't understand your other teachers well enough to do your school work, what do you do in your regular classes?	Ask again (15) I can understand if the teacher doesn't talk too fast (3)	Ask a friend (5) I understand most of the time (2)	Stay after school so the teacher can explain carefully (2) Listen very carefully (1) I understand most of the time (1)	Ask a friend (4) Listen very carefully (2)
9. Supplementary Question: When you first started school here, who helped you understand the school better?	Relatives (7)	A teacher (6) Friends (5) Classmates (4) Everybody (2)		

2. SPECIAL PROJECTS

A. THE RESOURCE ROOM WITHDRAWAL PROJECT
(ACADIA)
DESCRIPTIVE DATA

SEX
(n = 5)

Boys	3 (60%)
Girls	2 (40%)

NATIONALITY
(n = 5)

Vietnamese	1 (20%)
Korean	1 (20%)
German	1 (20%)
Egyptian	1 (20%)
Turkish	1 (20%)

AGE
(n = 5)

6 - 9 years of age	4 (80%)
10 - 12 years of age	1 (20%)

GRADE
(n = 5)

K - Grade 3	3 (60%)
Grade 4 - 6	2 (40%)

LENGTH OF TIME IN CANADA
(n = 5)

6 - 12 months	4 (80%)
Over 24 months	1 (20%)

LENGTH OF TIME IN ESL
(n = 5)

6 - 12 months	4 (80%)
Over 24 months	1 (20%)

WHO STUDENTS LIVE WITH
(n = 5)

With parents	4 (80%)
With other relative	1 (20%)

EMPLOYMENT STATUS OF PARENTS
(n = 4)

	FATHER	MOTHER
Employed	4 (100%)	2 (50%)
Unemployed		2 (50%)

ENGLISH SKILLS OF PARENTS
(n = 4)

	FATHER	MOTHER
A little English		2 (50%)
Quite a bit	1 (25%)	1 (25%)
Speaks well	3 (75%)	1 (25%)

MODE OF TRANSPORTATION
(n = 5)

Taxi	5 (100%)

LENGTH OF TIME TO TRAVEL
(n = 5)

15 minutes or less	4 (80%)
NR	1 (20%)

ATTITUDE TOWARD TRAVEL

Positive	3 (60%)
NR	2 (40%)

B. THE ITINERANT TEACHER WITHDRAWAL PROJECT
DESCRIPTIVE DATA

SEX
(n = 18)

Boys	13 (72%)
Girls	5 (28%)

NATIONALITY
(n = 18)

Canadian	5 (28%)
East Indian	5 (28%)
Hong Kong	2 (11%)
Vietnamese	2 (11%)
Chinese	2 (11%)
Chilean	1 (6%)
British	1 (6%)

AGE
(n = 18)

6 - 9 years of age	13 (72%)
10 - 12 years of age	4 (22%)
13 - 15 years of age	1 (6%)

GRADE
(n = 18)

K - Grade 3	14 (78%)
Grade 4 - 6	4 (22%)

LENGTH OF TIME IN CANADA
(n = 18)

6 - 12 months	4 (22%)
19 - 24 months	1 (6%)
Over 24 months/NR*	13 (73%)

* Children born in Canada had problems answering this question.

LENGTH OF TIME IN ESL
(n = 18)

6 - 12 months	5 (28%)
13 - 18 months	1 (6%)
19 - 24 months	1 (6%)
Over 24 months/NR*	11 (61%)

* Some children did not know they were receiving ESL instruction.

WHO STUDENTS LIVE WITH
(n = 18)

With parents	17 (94%)
With brother	1 (6%)

EMPLOYMENT STATUS OF PARENTS
(n = 17)

	FATHER	MOTHER
Employed	13 (76%)	10 (59%)
Unemployed	4 (24%)	7 (41%)

ENGLISH SKILLS OF PARENTS
(n = 17)

	FATHER	MOTHER
No English	3 (18%)	7 (41%)
A little	5 (29%)	3 (18%)
Quite a bit	4 (24%)	5 (29%)
Speaks well	4 (24%)	2 (12%)
NR	1 (6%)	

C. THE PRE-EMPLOYMENT PRE-VOCATIONAL ENGLISH AS A SECOND LANGUAGE PROJECT (PEPVESL)

DESCRIPTIVE DATA

SEX
(n = 10)

Boys	5 (50%)
Girls	5 (50%)

NATIONALITY
(n = 10)

Vietnamese	4 (40%)
Cambodian	2 (20%)
Chinese	1 (10%)
Laotian	1 (10%)
East Indian	1 (10%)
Iraqi	1 (10%)

AGE
(n = 10)

16 - 18 years of age	7 (70%)
Over 18 years of age	3 (30%)

GRADE
(n = 10)

Grade 10 - 12	10 (100%)

YEARS IN SCHOOL
(n = 10)

0 - 3 years	2 (20%)
4 - 6 years	4 (40%)
7 - 9 years	4 (40%)

LENGTH OF TIME IN CANADA
(n = 10)

13 - 18 months	4 (40%)
19 - 24 months	3 (30%)
Over 24 months	2 (20%)
NR	1 (10%)

LENGTH OF TIME IN ESL
(n = 10)

6 - 12 months	2 (20%)
13 - 18 months	5 (50%)
19 - 24 months	3 (30%)

WHO STUDENTS LIVE WITH
(n = 10)

With parents	7 (70%)
With brother/sister	1 (10%)
With other relative	2 (20%)

EMPLOYMENT STATUS OF PARENTS
(n = 7)

	FATHER	MOTHER
Employed	4 (57%)	5 (71%)
Unemployed	2 (29%)	2 (29%)
NR	1 (14%)	

ENGLISH SKILLS OF PARENTS
(n = 7)

	FATHER	MOTHER
No English	3 (43%)	5 (71%)
A little	3 (43%)	2 (29%)
NR	1 (14%)	

EMPLOYMENT STATUS OF PEPVESL STUDENTS
(n = 10)

Employed	6 (60%)
Not employed	4 (40%)

TYPE OF EMPLOYMENT OF PEPVESL STUDENTS
(n = 6)

Cleaning offices	6 (100%)

HOURS OF WORK OF PEPVESL STUDENTS
(n = 6)

9 - 24 hours per week	1 (17%)
25 - 40 hours per week	5 (83%)

PEPVESL STUDENTS' ATTITUDES TOWARD SUGGESTED PROGRAM CHANGES
(n = 10)

	YES	NO	NO RESPONSE
Credit for ESL courses	7 (70%)	2 (20%)	1 (10%)
Time for self study	2 (20%)	7 (70%)	1 (10%)
Vocational programming	7 (70%)	2 (20%)	1 (10%)
Tutorial services once finished ESL	9 (90%)	1 (10%)	
Transition classes in content areas	9 (90%)		1 (10%)

D. SUMMARY OF ATTITUDES OF ESL STUDENTS IN SPECIAL PROJECTS

QUESTION	ACADIA (n = 5)			ITINERANT TEACHER (n = 18)			PEPVESL (n = 10)		
	YES	NO	NO RESPONSE	YES	NO	NO RESPONSE	YES	NO	NO RESPONSE
Do you like living in Canada?	5 (100%)			17 (94%)	1 (6%)		9 (90%)	1 (10%)	
Do you like going to school in Calgary	5 (100%)			18 (100%)			10 (100%)		
Did you like going to school in the country you lived in before	3 (60%)	1 (20%)	1 (20%)	8 (44%)	1 (6%)	9 (50%)[1]	8 (80%)	2 (20%)[2]	
Do you like your ESL class?	5 (100%)			8 (44%)		10 (56%)[3]	7 (70%)	1 (10%)	2 (20%)
Are you learning English as quickly as you want to?	5 (100%)			18 (100%)			5 (50%)	5 (50%)	
Do you like your other classes?	5 (100%)			18 (100%)			10 (100%)		
Do you understand your other teachers well enough to do your school work?	4 (80%)	1 (20%)		16 (89%)	1 (6%)	1 (6%)	9 (90%)	1 (10%)	
Do you have any Canadian friends?	4 (80%)		1 (20%)	17 (94%)	1 (6%)		5 (50%)	5 (50%)	

[1] The Canadian-born children did not know how to answer this question.
[2] During a parent interview we discovered that at least one PEPVESL student had never been to school before.
[3] These students did not know they were receiving ESL instruction.

D. SUMMARY OF ATTITUDES OF ESL STUDENTS IN SPECIAL PROJECTS (Continued)

QUESTION	ACADIA (n = 5)			ITINERANT TEACHER (n = 18)			PEPVESL (n = 10)		
	YES	NO	NO RESPONSE	YES	NO	NO RESPONSE	YES	NO	NO RESPONSE
When you first started school here, did you have trouble understanding what you should do?	5 (100%)			7 (39%)	11 (61%)		9 (90%)	1 (10%)	
Would you like your teachers to talk to your parents more often?	2 (40%)	1 (20%)	2 (40%)	3 (17%)	4 (22%)	11 (61%)	7 (70%)	3 (30%)[4]	

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[4] Note that 3 PEPVESL students do not live with their parents.

SUMMARY OF STUDENT COMMENTS

SPECIAL PROJECTS

QUESTION	RESPONSES		
	ACADIA (n = 5)	ITINERANT (n = 18)	PEPVESL (n = 10)
1. Do you like living in Canada?			
POSITIVE	Like Canada (2) People are good (2) New places, new things to see (1) Modern, clean (1) It's fun (1)	I was born here (3) Lots of food and clothing (2) Freedom, no wars (1) I like school (1) New places, new things to see (1)	Freedom, no wars (2) I like the climate (1) I like Canada (1) The people are good (1) Jobs and money plentiful (1) Everything (1)
NEGATIVE		I don't like the climate (2)	I don't like the climate (1)
2. Do you like going to school in Calgary?			
POSITIVE	Teachers good (1) Everything (1) I like to learn English (1) I like Calgary (1)	It's fun (3) I like to learn English (1) I like to be with friends (1) I learn lots of things (1) It's helping to make me a better person (1) I like to study (1) Lots of equipment available (1) No homework (1)	I like to learn English (4) I learn lots of things (2) It's fun (1)

SUMMARY OF STUDENT COMMENTS

SPECIAL PROJECTS (Continued)

QUESTION	RESPONSES		
	ACADIA (n = 5)	ITINERANT (n = 18)	PEPVESL (n = 10)
3. Did you like going to school in the country you lived in before?			
POSITIVE	I had friends (2) I knew the language (2) I was first in my class (1)	I had friends (3) I knew the language (3) I needed to know how to read and write (1) I like to study and learn	It was exciting (2) I knew the language (2) I needed to know how to read and write (1) I had friends (1)
NEGATIVE	No, lots of homework (1)	No, lots of homework (1)	Not important to me (1)
INDETERMINATE	I only went half a day (1)		
4. Do you like your ESL class?			
POSITIVE	I can understand (2) Good teachers (2) I want to learn things (1)	I want to learn English (5) Good teachers (2)	I want to learn English (1) Good teachers (1) I want to learn things (1) Interesting (1)

SUMMARY OF STUDENT COMMENTS

SPECIAL PROJECTS (Continued)

QUESTION	RESPONSES		
	ACADIA (n = 5)	ITINERANT (n = 18)	PEPVESL (n = 10)
5. Do you like your other classes?			
POSITIVE	Enjoy it (1) They're fun (1) I have lots of friends (1) We play games (1)	I have lots of friends (6) We play games (3) Good teachers (1) Enjoy it (1) I learn many things (1) They're fun (1) I like Science (1) I like Social Studies (1)	Enjoy it (2) Good teachers (1) I learn many things (1) I'm doing fine so far (1)
NEGATIVE	Not as much as ESL (1)		
6. Would you like your teachers to talk to your parents more often?			
POSITIVE		They don't speak English (2) A relative comes (1)	
7. Supplementary Question: Why aren't you learning English as quickly as you want to?			I don't have much time to learn (1) After school I don't speak English and forget the words (1)

SUMMARY OF STUDENT COMMENTS

SPECIAL PROJECTS (Continued)

QUESTION	RESPONSES		
	ACADIA (n = 5)	ITINERANT (n = 18)	PEPVESL (n = 10)
8. Supplementary Question: If you can't understand your other teachers well enough to do your school work, what do you do in your regular classes?	I understand most of the time (1) I draw some pictures (1)	Ask again (3) Ask a friend (1) I understand most of the time (1)	Listen very carefully (1)
9. Supplementary Question: When you first started school here, who helped you understand the school better?	A teacher (1) Everybody (1)		A teacher (2)

E. SUPPLEMENTARY INFORMATION

SPECIAL PROJECTS

FREQUENCY OF VISITS WITH CANADIAN FRIENDS

	ACADIA (n = 4)	ITINERANT TEACHER (n = 17)	PEPVESL (n = 5)
Every day	2 (50%)	1 (6%)	1 (20%)
Twice a week		1 (6%)	
Once a week		1 (6%)	
Now and then		5 (29%)	1 (20%)
Only once in a while	1 (25%)	6 (35%)	2 (40%)
Never		3 (18%)	
NR	1 (25%)		1 (20%)

FREQUENCY OF PARENT-TEACHER VISITS

	ACADIA (n = 5)	ITINERANT TEACHER (n = 18)	PEPVESL (n = 10)
Two times a year	3 (60%)	7 (39%)	2 (20%)
Once a year	1 (20%)	3 (17%)	1 (10%)
Never			6 (60%)
NR	1 (20%)	8 (44%)	1 (10%)

WHO HELPED WITH STUDENTS' ORIENTATION

	ACADIA (n = 5)	ITINERANT TEACHER (n = 7)	PEPVESL (n = 9)
Student interpreter			1 (11%)
Adult interpreter	2 (40%)		
Classroom teacher	1 (20%)		2 (22%)
ESL teacher	3 (60%)	1 (14%)	8 (89%)
A teacher	1 (20%)		2 (22%)

3. CORRELATION OF QUESTIONNAIRE ITEMS

SUMMARY OF SIGNIFICANT[1] RELATIONSHIPS BETWEEN QUESTIONNAIRE ITEMS

ESL STUDENT INTERVIEW/QUESTIONNAIRE

Questionnaire Items Compared	Item Content	n[2]	Cramer's V[3]	r[4]
A6 - A7	Length of time in Canada to Time in Calgary	226	0.84	0.85
A7 - A8	Length of time in Calgary to Time in ESL	234	0.76	0.88
A10 - A11	Area of school to Area of ESL school	77	0.65	0.58
A3 - C1(b)	Grade to Hours of work	55	0.59	0.59
A3 - E9(a)ii	Grade to If an adult interpreter helped with orientation	70	0.54	0.46
A4 - C1(b)	Former country to Hours of work	50	0.51	-0.45
A1 - C1(a)	Age to Type of job	55	0.46	--
A1 - A5	Age to Years of schooling in former country	222	0.44	0.65
A1 - E12(d)	Age to Desires transition help	92	0.44	-0.40
A2 - C1(a)	Sex to Type of job	55	0.42	--
A1 - C1(b)	Age to Hours of work	55	0.42	0.45
A3 - C1(a)	Grade to Type of job	55	0.42	--
A11 - E9(a)ii	Area of ESL school to If an adult interpreter helped with orientation	69	0.41	0.50
A1 - E9(aii)	Age to If an adult interpreter helped with orientation	70	0.41	0.40

[1] Level of significance = .05 for Chi-square test
[2] n of 20% of appropriate population or greater
[3] Magnitude of Cramer's V of .40 or greater with significance level = .05
[4] Magnitude of r of .30 or greater using PPMCC with significance level = .05

ESL PARENT INTERVIEW

SUMMARY OF RESULTS

1. OVERALL

A. DESCRIPTIVE DATA

SEX OF CHILD (n = 71)	
Boys	44 (62%)
Girls	27 (30%)

NATIONALITY OF CHILD (n = 71)	
Asian	46 (65%)
European	6 (8%)
Other	9 (13%)
NR	10 (14%)

AGE OF CHILD (n = 71)	
6 - 9 years of age	17 (24%)
10 - 12 years of age	11 (16%)
13 - 15 years of age	19 (27%)
16 - 18 years of age	19 (27%)
Over 18 years of age	5 (7%)

GRADE OF CHILD (n = 71)	
K - 3	17 (24%)
4 - 6	14 (20%)
7 - 9	20 (28%)
10 - 12	17 (23%)
NR	3 (4%)

YEARS IN SCHOOL IN NATIVE COUNTRY (n = 71)	
0 - 3 years	23 (32%)
4 - 6 years	20 (28%)
7 - 9 years	18 (25%)
10 - 12 years	5 (7%)
NR	5 (7%)

LENGTH OF TIME IN CANADA (n = 71)	
Less than 6 months	4 (6%)
6 - 12 months	16 (23%)
13 - 18 months	11 (16%)
19 - 24 months	17 (24%)
Over 24 months	21 (30%)
NR	2 (3%)

LENGTH OF TIME IN CALGARY	
Less than 6 months	5 (7%)
6 - 12 months	24 (34%)
13 - 18 months	13 (18%)
19 - 24 months	14 (20%)
Over 24 months	15 (21%)
NR	

LENGTH OF TIME IN ESL CLASSES	
Less than 6 months	9 (13%)
6 - 12 months	22 (31%)
13 - 18 months	12 (17%)
19 - 24 months	12 (17%)
Over 24 months	13 (18%)
NR	3 (4%)

RELATIONSHIP TO CHILD (n = 71)

Mother	33 (47%)
Father	22 (31%)
Brother/Sister	15 (21%)
Guardian	1 (3%)

EMPLOYMENT STATUS OF PARENT (n = 71)

Employed	57 (80%)
Unemployed	14 (20%)

AMOUNT OF ENGLISH SPOKEN BY PARENT

No English	16 (23%)
A Little English	40 (56%)
Quite a bit of English	9 (13%)
Speaks English Well	6 (9%)

SATISFACTION WITH SPEED OF LANGUAGE ACQUISITION PARENT

Learning English fast enough	9 (16%)
Not Learning English fast enough	41 (73%)
NR	6 (11%)

PARENTAL CONTACT WITH CHILD'S SCHOOL (n = 71)

	YES	NO
Has visited child's school	26 (37%)	45 (63%)
Has spoken to teacher/principal by phone	22 (31%)	49 (69%)

AREA[1] OF CHILD'S ESL SCHOOL (n=71)

North	14 (20%)
East	34 (48%)
West	10 (14%)
Southwest	5 (7%)
Southeast	7 (10%)
NR	1 (1%)

AREA[1] OF CHILD'S REGULAR SCHOOL (n=71)

North	14 (20%)
East	29 (41%)
West	12 (17%)
Southwest	5 (7%)
Southeast	6 (9%)
NR	5 (7%)

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[1] Area means geographical area supervised by a C.B.E. Area Office

B. SUMMARY OF ATTITUDES OF ESL PARENTS - OVERALL

DEGREE OF PARENTAL SATISFACTION

TOPIC	RESPONSE		
	POSITIVE	NEGATIVE	INDETERMINATE
1. Satisfaction with assessment of child prior to placement	62 (87%)		9 (13%)
1. Satisfaction with placement of child in ESL	66 (93%)		5 (7%)
3. Satisfaction with placement of child in grade	57 (80%)	6 (8%)	8 (11%)
4. Satisfaction with method of instruction in ESL	61 (86%)	2 (3%)	8 (11%)
5. Satisfaction with speed of child's language acquisition	58 (82%)	3 (4%)	10 (14%)
6. Satisfaction with supplementary language instruction provided by regular classes for child	58 (82%)	2 (3%)	11 (15%)
7. Satisfaction with child's progress in regular classes	58 (82%)	3 (4%)	10 (14%)
8. Satisfaction with child's adjustment to Calgary	62 (87%)		9 (13%)
9. Satisfaction with child's ability to make Canadian friends	47 (66%)	3 (4%)	21 (30%)
10. Satisfaction with child's ease in ESL class	59 (83%)	2 (3%)	10 (14%)
11. Satisfaction with child's ease in regular classes	58 (82%)	2 (3%)	11 (15%)
12. Satisfaction with child's ability to maintain cultural identity	57 (80%)	2 (3%)	12 (17%)

KEY: POSITIVE = Responses of Very Satisfied (5) and Satisfied (4) on the ESL Parent Questionnaire

NEGATIVE = Responses of Dissatisfied (2) and Very Dissatisfied (1) on the ESL Parent Questionnaire

INDETERMINATE = Responses of Undecided (3) and Don't Know (0) on the ESL Parent Questionnaire, or No Response

DEGREE OF PARENTAL SATISFACTION (Continued)

TOPIC	RESPONSE		
	POSITIVE	NEGATIVE	INDETERMINATE
13. Satisfaction with child's ability to maintain native language	59 (83%)	1 (1%)	11 (15%)
14. Satisfaction with information regarding child received from school	57 (80%)		14 (20%)
15. Satisfaction with information regarding what subjects child should take received from school	30 (42%)		41 (58%)
16. Satisfaction with information regarding extracurricular activities for child received from school	41 (58%)		30 (42%)
17. Satisfaction with degree of contact with child's ESL teacher	15 (21%)	2 (3%)	54 (76%)
18. Satisfaction with degree of contact with child's regular teachers	14 (20%)	2 (3%)	55 (77%)
19. Satisfaction with degree of contact with child's ESL school	7 (10%)	2 (3%)	58 (82%)
20. Satisfation with degree of contact with child's regular school	5 (7%)	2 (3%)	64 (90%)
21. Satisfaction with awareness of school services:			
a) Interpreter services	2 (3%)		69 (97%)
b) Counselling services	16 (23%)		55 (77%)

KEY: POSITIVE = Responses of Very Satisfied (5) and Satisfied (4) on the ESL Parent Questionnaire

NEGATIVE = Responses of Dissatisfied (2) and Very Dissatisfied (1) on the ESL Parent Questionnaire

INDETERMINATE = Responses of Undecided (3) and Don't Know (0) on the ESL Parent Questionnaire, or No Response

DEGREE OF PARENTAL SATISFACTION (Continued)

TOPIC	RESPONSE		
	POSITIVE	NEGATIVE	INDETERMINATE
21. Satisfaction with awareness of school services: (Cont'd)			
c) Library services	10 (14%)		61 (86%)
d) Special help once child finished ESL	2 (3%)		69 (97%)
e) Special help for learning problems	5 (7%)	1 (1%)	65 (91%)
f) Special help for parents			71 (100%)

KEY: POSITIVE = Responses of Very Satisfied (5) and Satisfied (4) on the Esl Parent Questionnaire

NEGATIVE = Responses of Dissatisfied (2) and Very Dissatisfied (1) on the ESL Parent Questionnaire

INDETERMINATE = Responses of Undecided (3) and Don't Know (0) on the ESL Parent Questionnaire, or No Response

C. COMMENTS - OVERALL

TYPICAL PARENTAL COMMENTS
BY SCHOOL LEVEL
ESL PARENT INTERVIEW

QUESTION	RESPONSES		
	ELEMENTARY	JUNIOR HIGH	SENIOR HIGH
1. Why aren't you (the parent) learning English as quickly as you want to?			
POSITIVE	I am/will be taking classes (2) I know enough to get by in my profession and learn more all the time (1)	I try to study and the children teach me	
NEGATIVE	Too busy (8) I learn slowly (3)	Too busy (8) Very difficult to remember (1)	Too busy (8) Just arrived (3)
2. Would you care to comment further about your child's placement?			
POSITIVE	Same grade as in our country (1) Up to the teacher (1)	She might have had trouble in the regular program (1)	
NEGATIVE	Class too low for age (2) Has a hard time learning English (2)	Vocabulary and grammar hard (5) Class too low for age (3)	Need to extend ESL course (1) Social Studies is difficult (1)

DEGREE OF PARENTAL SATISFACTION (Continued)			
	RESPONSE		
TOPIC	POSITIVE	NEGATIVE	INDETERMINATE
21. Satisfaction with awareness of school services: (Cont'd)			
c) Library services	10 (14%)		61 (86%)
d) Special help once child finished ESL	2 (3%)		69 (97%)
e) Special help for learning problems	5 (7%)	1 (1%)	65 (91%)
f) Special help for parents			71 (100%)

KEY: POSITIVE = Responses of Very Satisfied (5) and Satisfied (4) on the Esl Parent Questionnaire

NEGATIVE = Responses of Dissatisfied (2) and Very Dissatisfied (1) on the ESL Parent Questionnaire

INDETERMINATE = Responses of Undecided (3) and Don't Know (0) on the ESL Parent Questionnaire, or No Response

C. COMMENTS - OVERALL

TYPICAL PARENTAL COMMENTS
BY SCHOOL LEVEL
ESL PARENT INTERVIEW

QUESTION	RESPONSES		
	ELEMENTARY	JUNIOR HIGH	SENIOR HIGH
1. Why aren't you (the parent) learning English as quickly as you want to?			
POSITIVE	I am/will be taking classes (2) I know enough to get by in my profession and learn more all the time (1)	I try to study and the children teach me	
NEGATIVE	Too busy (8) I learn slowly (3)	Too busy (8) Very difficult to remember (1)	Too busy (8) Just arrived (3)
2. Would you care to comment further about your child's placement?			
POSITIVE	Same grade as in our country (1) Up to the teacher (1)	She might have had trouble in the regular program (1)	
NEGATIVE	Class too low for age (2) Has a hard time learning English (2)	Vocabulary and grammar hard (5) Class too low for age (3)	Need to extend ESL course (1) Social Studies is difficult (1)

TYPICAL PARENTAL COMMENTS
BY SCHOOL LEVEL (Continued)
ESL PARENT INTERVIEW

QUESTION	RESPONSES		
	ELEMENTARY	JUNIOR HIGH	SENIOR HIGH
2. Would you care to comment further about your child's placement?			
NEGATIVE (Cont'd)	Need to extend ESL course (2) It would probably be as good to stay in regular classes (1) Social Studies is difficult (1)	Has a hard time learning English (1) Need to extend ESL course (1) Social studies is difficult (2)	
3. Would you care to comment further about your child's program in English?			
POSITIVE	Doing well (2) Has a good teacher and good classes (2) Learning quickly and now back in regular class (1) Teacher amazed at progress (1)	Loves to speak English and talks to friends on the phone after school (1) Good in math, science, gym (1) We have noticed her improvement (1)	PEPVESL is a good program (1)
NEGATIVE	Needs more help in ESL (2) It would be a good idea to go to the school (1) Should be learning faster (Problem with her not school) (1)	Needs more help in ESL (3) Needs more help in math, science and social studies (2) More speaking rather than reading and writing (1) Vocabulary causing trouble (1)	Gets help at school but never any homework (1) Would like more opportunity to study with regular class (1)

TYPICAL PARENTAL COMMENTS
BY SCHOOL LEVEL (Continued)
ESL PARENT INTERVIEW

QUESTION	RESPONSES		
	ELEMENTARY	JUNIOR HIGH	SENIOR HIGH
4. Would you care to comment further regarding your child's progress in other classes?			
POSITIVE	Has an award for achievement (1) Gets good marks but shy (1) Here only four months and attending regular classes (1) Very good communication with regular and ESL teachers (1)	Learning quickly (3) She likes school (1)	If she doesn't understand she asks (1)
NEGATIVE	Math is weak (2) Should be in Grade 7 (1) Should be tested (1) Should spend more time with reading teacher (1) Might have other learning problems (1)	Would like to take part in more in class but difficult because of English (1) Needs more ESL before he can enter regular program (1)	Problem with vocabulary and understanding English (1) There should be more homework- school is too easy in Canada (1) Should be more opportunity to practice English with Canadian students (1)

TYPICAL PARENTAL COMMENTS
BY SCHOOL LEVEL (Continued)
ESL PARENT INTERVIEW

QUESTION	RESPONSES		
	ELEMENTARY	JUNIOR HIGH	SENIOR HIGH
5. Can you suggest ways that the school could further help your child adjust better?			
FRIENDS	Has many friends (2) He gets into fights when he doesn't understand (1) She prefers to play with her sister (1) We don't want them to have Canadian friends (they are bad, steal things) (1)	Has many friends (2) Has no friends outside school (many in school) (1)	No Canadian friends (1) No friends (1) Has some friends but doesn't bring them home (1)
6. Could you suggest ways that the school could help your child feel more at ease?			
POSITIVE	We get the report card (1) We went to school and settled it (children were calling her names) (1)	Before she started she didn't like English but now she feels more comfortable (1)	
NEGATIVE	We prefer she be placed in a grade more suitable to age (1)	He never tells me (1)	Doesn't have many friends (1)
SUGGESTIONS	Extend the ESL program (1)	Canadian students should speak more to new students (1)	Wants to attend U of C and needs to know about the courses (1)

TYPICAL PARENTAL COMMENTS
BY SCHOOL LEVEL (Continued)
ESL PARENT INTERVIEW

QUESTION	RESPONSES		
	ELEMENTARY	JUNIOR HIGH	SENIOR HIGH
7. Could you suggest ways that the school could help your child maintain his cultural heritage?			
WILL PROBABLY MAINTAIN CULTURAL HERITAGE	Has friends and relatives he writes to in Russia (1) He is not remembering all his French - possibly bilingual school next year (1) It will be easy for him to live in Quebec with both English and French (1) We will guide her (1)	We will maintain our own language as a second language (4) Lots of opportunities in Canada to keep our culture (1) We will speak our own language and have many friends (1) Because our English is at different levels we must speak Vietnamese (1)	
WILL PROBABLY LOSE CULTURAL HERITAGE	Very young and might forget (2) Doesn't read or write Spanish (1) Don't want her to speak Patois (1) No Korean friends (1) Confused (1)	Difficult because children take part in Canadian life (1)	Don't want her to speak Chinese at school (1)

TYPICAL PARENTAL COMMENTS
BY SCHOOL LEVEL (Continued)
ESL PARENT INTERVIEW

QUESTION	RESPONSES		
	ELEMENTARY	JUNIOR HIGH	SENIOR HIGH
8. Would you care to comment further on the amount of contact you have had with the school?			
NEGATIVE	I don't want trouble by going to school (1) If there are problems the school will contact us (1) We only go for parent-teacher interviews (1)	Have only been in Canada six months (1)	Have never been to school or talked to a teacher (1)
9. Would you care to comment further about the services you feel the school should provide for your child?			
SPECIAL EDUCATION	Probably has learning problems (1) Can't do math (1)		
EXTRA HELP WITH ENGLISH		Would like the school to help children learn English well (1) Needs extra help with vocabulary and grammar (1)	Needs extra help to let her improve her English so she can go to grade 12 (1)

CDS+6.99

2. SPECIAL PROJECTS

A. THE RESOURCE ROOM WITHDRAWAL PROJECT (ACADIA)

DESCRIPTIVE DATA

SEX (n = 3)	
Boys	1 (33%)
Girls	2 (67%)

NATIONALITY (n = 3)	
Jamaican	1 (33%)
Korean	1 (33%)
Vietnamese	1 (33%)

AGE (n = 3)	
6 - 9 years of age	1 (33%)
10 - 12 years of age	2 (67%)

GRADE (n = 3)	
K - 3	2 (67%)
4 - 6	1 (33%)

YEARS OF SCHOOL IN FORMER COUNTRY (n = 3)	
3 years or fewer	2 (67%)
4 - 6 years	1 (33%)

LENGTH OF TIME IN CANADA (n = 3)	
6 - 12 months	1 (33%)
19 - 24 months	1 (33%)
Over 24 months	1 (33%)

LENGTH OF TIME IN ESL CLASSES (n = 3)	
6 - 12 months	1 (33%)
19 - 24 months	1 (33%)
Over 24 months	1 (33%)

RELATIONSHIP TO CHILD (n = 3)	
Mother	2 (67%)
Father	1 (33%)

EMPLOYMENT STATUS OF PARENT (n = 3)	
Employed	2 (67%)
Unemployed	1 (33%)

AMOUNT OF ENGLISH SPOKEN BY PARENT (n = 3)	
A little English	1 (33%)
Speaks English well	2 (67%)

SATISFACTION WITH SPEED OF OWN LANGUAGE ACQUISITION (n = 3)	
Learning English fast enough	2 (67%)
NR	1 (33%)

PARENTAL CONTACT WITH CHILD'S SCHOOL
(n = 3)

	YES	NO
Has visited child's school	2 (67%)	1 (33%)
Has spoken to teacher/principal by phone	1 (33%)	2 (67%)

MODE OF TRANSPORTATION
(n = 33%)

Taxi	3 (100%)

ATTITUDE TOWARD TRAVEL
(n = 3)

Positive	3 (100%)

B. THE ITINERANT TEACHER WITHDRAWAL PROJECT

DESCRIPTIVE DATA

SEX
(n = 4)

Boys	3 (75%)
Girls	1 (25%)

NATIONALITY
(n = 4)

Canadian	1 (25%)
Cuban	1 (25%)
East Indian	1 (25%)
Vietnamese	1 (25%)

AGE
(n = 4)

6 - 9 years of age	3 (75%)
10 - 12 years of age	1 (25%)

GRADE
(n = 4)

K - 3	3 (75%)
4 - 6	1 (25%)

YEARS OF SCHOOL IN FORMER COUNTRY
(n = 4)

3 years or fewer	2 (50%)
4 - 6 years	1 (25%)
NR	1 (25%)

LENGTH OF TIME IN CANADA
(n = 4)

6 - 12 months	1 (25%)
19 - 24 months	1 (25%)
Over 24 months	2 (50%)

LENGTH OF TIME IN ESL CLASSES
(n = 4)

Less than 6 months	1 (25%)
13 - 18 months	1 (25%)
Over 24 months	2 (50%)

RELATIONSHIP TO CHILD
(n = 4)

Father	2 (50%)
Brother/sister	2 (50%)

EMPLOYMENT STATUS OF PARENTS
(n = 4)

Employed	4 (100%)

AMOUNT OF ENGLISH SPOKEN BY PARENT
(n = 4)

A little English	1 (25%)
Quite a lot of English	2 (50%)
Speaks English well	1 (25%)

SATISFACTION WITH SPEED OF OWN LANGUAGE ACQUISITION
(n = 4)

Learning English fast enough	4 (100%)

PARENTAL CONTACT WITH CHILD'S SCHOOL
(n = 4)

	YES	NO
Has visited child's school	3 (75%)	1 (25%)
Has spoken to teacher/principal by phone	3 (75%)	1 (25%)

C. THE PRE-EMPLOYMENT PRE-VOCATIONAL ENGLISH AS A SECOND LANGUAGE PROJECT
(PEPVESL)
DESCRIPTIVE DATA

SEX
(n = 4)

Boys	2 (50%)
Girls	2 (50%)

NATIONALITY
(n = 4)

Cambodian	1 (25%)
East Indian	1 (25%)
Vietnamese	2 (50%)

AGE
(n = 4)

16 - 18 years of age	3 (75%)
Over 18 years of age	1 (25%)

GRADE
(n = 4)

10 - 12	4 (100%)

YEARS OF SCHOOL IN FORMER COUNTRY
(n = 4)

3 years or fewer	1 (25%)
4 - 6 years	1 (25%)
7 - 9 years	2 (50%)

LENGTH OF TIME IN CANADA
(n = 4)

19 - 24 months	4 (100%)

LENGTH OF TIME IN ESL CLASSES
(n = 4)

19 - 24 months	4 (100%)

RELATIONSHIP TO
CHILD
(n = 4)

Father	4 (100%)

EMPLOYMENT STATUS
OF PARENT
(n = 4)

Employed	2 (50%)
Unemployed	2 (50%)

AMOUNT OF ENGLISH
SPOKEN BY PARENT
(n = 4)

No English	1 (25%)
A little English	3 (75%)

SATISFACTION WITH
SPEED OF OWN
LANGUAGE ACQUISITION
(n = 4)

Not learning English fast enough	4 (100%)

PARENTAL CONTACT
WITH CHILD'S SCHOOL
(n = 4)

	YES	NO
Has visited child's school	1 (25%)	3 (75%)
Has spoken to teacher/principal by phone	1 (25%)	3 (75%)

D. ATTITUDES OF ESL PARENTS - SPECIAL PROJECTS

SUMMARY OF ATTITUDES OF ESL PARENTS - SPECIAL PROJECTS			
TOPIC	ACADIA (n = 3)	ITINERANT TEACHER (n = 4)	PEPVESL (n = 4)
1. Satisfaction with assessment of child prior to placement			
POSITIVE	2 (67%)	4 (100%)	4 (100%)
INDETERMINATE	1 (33%)		
2. Satisfaction with placement of child in ESL			
POSITIVE	2 (67%)	4 (100%)	4 (100%)
INDETERMINATE	1 (33%)		
3. Satisfaction with placement of child in grade			
POSITIVE	2 (67%)	3 (75%)	3 (75%)
NEGATIVE		1 (25%)	1 (25%)
INDETERMINATE	1 (33%)		

KEY:
POSITIVE = Responses of Very Satisfied (5) and Satisfied (4) on the ESL Parent Questionnaire
NEGATIVE = Responses of Dissatisfied (2) and Very Dissatisfied (1) on the ESL Parent Questionnaire
INDETERMINATE = Responses of Undecided (3), and Don't Know (0) on the ESL Parent Questionnaire, or No Response

SUMMARY OF ATTITUDES OF ESL PARENTS - SPECIAL PROJECTS (Continued)			
TOPIC	ACADIA (n = 3)	ITINERANT TEACHER (n = 4)	PEPVESL (n = 4)
4. Satisfaction with method of of instruction is ESL			
POSITIVE	2 (67%)	4 (100%)	4 (100%)
INDETERMINATE	1 (33%)		
5. Satisfaction with speed of child's language acquisition			
POSITIVE	1 (33%)	4 (100%)	3 (75%)
NEGATIVE	1 (33%)		1 (25%)
INDETERMINATE	1 (33%)		
6. Satisfaction with supplementary language instruction provided by regular classes for child			
POSITIVE	3 (100%)	4 (100%)	3 (75%)
NEGATIVE			1 (25%)

KEY: POSITIVE = Responses of Very Satisfied (5) and Satisfied (4) on the ESL Parent Questionnaire

NEGATIVE = Responses of Dissatisfied (2) and Very Dissatisfied (1) on the ESL Parent Questionnaire

INDETERMINATE = Responses of Undecided (3), and Don't Know (0) on the ESL Parent Questionnaire, or No Response

SUMMARY OF ATTITUDES OF ESL PARENTS - SPECIAL PROJECTS (Continued)

TOPIC	ACADIA (n = 3)	ITINERANT TEACHER (n = 4)	PEPVESL (n = 4)
7. Satisfaction with child's progress in regular classes			
POSITIVE	1 (33%)	4 (100%)	2 (50%)
NEGATIVE			1 (25%)
INDETERMINATE	2 (67%)		1 (25%)
8. Satisfaction with child's adjustment to Calgary			
POSITIVE	2 (67%)	4 (100%)	4 (100%)
INDETERMINATE	1 (33%)		
9. Satisfaction with child's ability to make Canadian friends			
POSITIVE	2 (67%)	4 (100%)	
NEGATIVE			2 (50%)
INDETERMINATE	1 (33%)		2 (50%)

KEY:
POSITIVE = Responses of Very Satisfied (5) and Satisfied (4) on the ESL Parent Questionnaire
NEGATIVE = Responses of Dissatisfied (2) and Very Dissatisfied (1) on the ESL Parent Questionnaire
INDETERMINATE = Responses of Undecided (3), and Don't Know (0) on the ESL Parent Questionnaire, or No Response

SUMMARY OF ATTITUDES OF ESL PARENTS - SPECIAL PROJECTS (Continued)

TOPIC	ACADIA (n = 3)	ITINERANT TEACHER (n = 4)	PEPVESL (n = 4)
10. Satisfaction with child's ease in ESL class			
POSITIVE		2 (50%)	4 (100%)
INDETERMINATE	3 (100%)	2 (50%)	
11. Satisfaction with child's ease in regular classes			
POSITIVE		4 (100%)	3 (75%)
NEGATIVE			1 (25%)
INDETERMINATE	3 (100%)		
12. Satisfaction with child's ability to maintain cultural identity			
POSITIVE	1 (33%)	2 (50%)	2 (50%)
NEGATIVE			2 (50%)
INDETERMINATE	2 (67%)	2 (50%)	

KEY: POSITIVE = Responses of Very Satisfied (5) and Satisfied (4) on the ESL Parent Questionnaire
NEGATIVE = Responses of Dissatisfied (2) and Very Dissatisfied (1) on the ESL Parent Questionnaire
INDETERMINATE = Responses of Undecided (3), and Don't Know (0) on the ESL Parent Questionnaire, or No Response

SUMMARY OF ATTITUDES OF ESL PARENTS - SPECIAL PROJECTS (Continued)			
TOPIC	ACADIA (n = 3)	ITINERANT TEACHER (n = 4)	PEPVESL (n = 4)
13. Satisfaction with child's ability to maintain native language			
POSITIVE		2 (50%)	4 (100%)
INDETERMINATE	3 (100%)	2 (50%)	
14. Satisfaction with information regarding child received from school			
POSITIVE	2 (67%)	4 (100%)	4 (100%)
INDETERMINATE	1 (33%)		
15. Satisfaction with information regarding what subjects child should take received from school			
POSITIVE		2 (50%)	2 (50%)
INDETERMINATE	3 (100%)	2 (50%)	2 (50%)

KEY:
POSITIVE = Responses of Very Satisfied (5) and Satisfied (4) on the ESL Parent Questionnaire
NEGATIVE = Responses of Dissatisfied (2) and Very Dissatisfied (1) on the ESL Parent Questionnaire
INDETERMINATE = Responses of Undecided (3), and Don't Know (0) on the ESL Parent Questionnaire, or No Response

SUMMARY OF ATTITUDES OF ESL PARENTS - SPECIAL PROJECTS (Continued)			
TOPIC	ACADIA (n = 3)	ITINERANT TEACHER (n = 4)	PEPVESL (n = 4)
16. Satisfaction with information regarding extracurricular activities for child received from school			
POSITIVE	1 (33%)	4 (100%)	
INDETERMINATE	2 (67%)		4 (100%)
17. Satisfaction with degree of contact with child's ESL teacher			
POSITIVE	2 (67%)	1 (25%)	1 (25%)
INDETERMINATE	1 (33%)	3 (75%)	3 (75%)
18. Satisfaction with degree of contact with child's regular teachers			
POSITIVE	1 (33%)	2 (50%)	
INDETERMINATE	2 (67%)	2 (50%)	4 (100%)

KEY: POSITIVE = Responses of Very Satisfied (5) and Satisfied (4) on the ESL Parent Questionnaire

NEGATIVE = Responses of Dissatisfied (2) and Very Dissatisfied (1) on the ESL Parent Questionnaire

INDETERMINATE = Responses of Undecided (3), and Don't Know (0) on the ESL Parent Questionnaire, or No Response

CDS+6.83

SUMMARY OF ATTITUDES OF ESL PARENTS - SPECIAL PROJECTS (Continued)

TOPIC	ACADIA (n = 3)	ITINERANT TEACHER (n = 4)	PEPVESL (n = 4)
19. Satisfaction with degree of contact with child's ESL school			
POSITIVE	2 (67%)	1 (25%)	
INDETERMINATE	1 (33%)	3 (75%)	4 (100%)
20. Satisfaction with degree of contact with child's regular school			
POSITIVE		1 (25%)	
INDETERMINATE	3 (100%)	3 (75%)	4 (100%)
21. Satisfaction with awareness of school services: a) Interpreter services			
INDETERMINATE	3 (100%)	4 (100%)	4 (100%)

KEY:
POSITIVE = Responses of Very Satisfied (5) and Satisfied (4) on the ESL Parent Questionnaire
NEGATIVE = Responses of Dissatisfied (2) and Very Dissatisfied (1) on the ESL Parent Questionnaire
INDETERMINATE = Responses of Undecided (3), and Don't Know (0) on the ESL Parent Questionnaire, or No Response

SUMMARY OF ATTITUDES OF ESL PARENTS - SPECIAL PROJECTS (Continued)			
TOPIC	ACADIA (n = 3)	ITINERANT TEACHER (n = 4)	PEPVESL (n = 4)
21. Satisfaction with awareness of school services: (Cont'd)			
b) Counselling services			
POSITIVE			1 (25%)
INDETERMINATE	3 (100%)	4 (100%)	3 (75%)
c) Library services			
POSITIVE	1 (33%)		
INDETERMINATE	2 (67%)	4 (100%)	4 (100%)
d) Special help once child finishes ESL			
POSITIVE	1 (33%)		
INDETERMINATE	2 (67%)	4 (100%)	4 (100%)

KEY: POSITIVE = Responses of Very Satisfied (5) and Satisfied (4) on the ESL Parent Questionnaire

NEGATIVE = Responses of Dissatisfied (2) and Very Dissatisfied (1) on the ESL Parent Questionnaire

INDETERMINATE = Responses of Undecided (3), and Don't Know (0) on the ESL Parent Questionnaire, or No Response

SUMMARY OF ATTITUDES OF ESL PARENTS - SPECIAL PROJECTS (Continued)			
TOPIC	ACADIA (n = 3)	ITINERANT TEACHER (n = 4)	PEPVESL (n = 4)
21. Satisfaction with awareness of school services: (Cont'd)			
e) Special help for learning problems			
POSITIVE	2 (67%)		
INDETERMINATE	1 (33%)	4 (100%)	4 (100%)
f) Special help for parents			
INDETERMINATE	3 (100%)	4 (100%)	4 (100%)

KEY: POSITIVE = Responses of Very Satisfied (5) and Satisfied (4) on the ESL Parent Questionnaire

NEGATIVE = Responses of Dissatisfied (2) and Very Dissatisfied (1) on the ESL Parent Questionnaire

INDETERMINATE = Responses of Undecided (3), and Don't Know (0) on the ESL Parent Questionnaire, or No Response

E. COMMENTS - SPECIAL PROJECTS

SUMMARY OF COMMENTS OF ESL PARENTS
ESL PARENT INTERVIEW
SPECIAL PROJECTS

QUESTION	RESPONSES		
	ACADIA (n = 3)	ITINERANT TEACHER (n = 4)	PEPVESL (n = 4)
1. Why aren't you (the parent) learning English as quickly as you want to? NEGATIVE	Too old (1)		Too busy (2) Have had no opportunity to attend full-time ESL course (1) English is difficult (1)
2. Would you care to comment further about your child's placement? INDETERMINATE		He was six and had finished kindergarten (1) No longer getting extra help with English (1)	
NEGATIVE	Needs another ESL course (1) Has a very hard time learning English (1)	Class too low for age (1)	

SUMMARY OF COMMENTS OF ESL PARENTS
ESL PARENT INTERVIEW
SPECIAL PROJECTS (Continued)

QUESTION	RESPONSES		
	ACADIA (n = 3)	ITINERANT TEACHER (n = 4)	PEPVESL (n = 4)
3. Would you care to comment further regarding your child's progress in English?			
POSITIVE		Doing well (1)	PEPVESL is a good program (1)
NEGATIVE	Should be learning faster (problem with her, not school) (1)		
4. Would you care to comment further regarding your child's progress in other classes?			
POSITIVE	Very good communication with teachers from both regular and ESL program (1)	Speaks own language only with parents (1)	
NEGATIVE	Should spend more time with reading teacher (1) Might have other learning problems (1)		Only PEPVESL helped him with English (1)
5. Can you suggest ways that the school could help your child adjust better?			
FRIENDS			No Canadian friends, only friends from own country (1)
OTHER	Very slow (1)	Doing well enough (1)	

SUMMARY OF COMMENTS OF ESL PARENTS
ESL PARENT INTERVIEW
SPECIAL PROJECTS (Continued)

QUESTION	RESPONSES		
	ACADIA (n = 3)	ITINERANT TEACHER (n = 4)	PEPVESL (n = 4)
6. Could you suggest any ways that the school could help your child feel more at ease?			
POSITIVE	We went to school and settled it (children were calling her names) (1)		
SUGGESTIONS			Wants to attend U of C and needs to know about the right courses (1)
7. Could you suggest ways that the school could help your child maintain his cultural heritage?			
WILL PROBABLY MAINTAIN CULTURAL HERITAGE		We will guide her in that way (1)	
WILL PROBABLY LOSE CULTURAL HERITAGE	Don't want her to speak Patois (1) It's not easy to speak Korean. There are no Korean friends where we live (1) Confused with wanting to retain own language and yet progress with English (1)	Very young and might forget (2) Doesn't read or write Spanish (1)	

SUMMARY OF COMMENTS OF ESL PARENTS
ESL PARENT INTERVIEW
SPECIAL PROJECTS (Continued)

QUESTION	RESPONSES		
	ACADIA (n = 3)	ITINERANT TEACHER (n = 4)	PEPVESL (n = 4)
8. Would you care to comment further on the amount of contact you have had with your child's school? NEGATIVE		We only go to school for parent-teacher interviews (1)	I've never been to school nor talked to any teacher (1)
9. Would you care to comment further about the services you feel the school should provide for your child? SPECIAL EDUCATION	Probably has learning problems other than English - she's slow (1) Can't do math (1)		

3. CORRELATION OF QUESTIONNAIRE ITEMS

SUMMARY OF SIGNIFICANT[1] RELATIONSHIPS BETWEEN QUESTIONNAIRE ITEMS
ESL PARENT INTERVIEW

Questionnaire Items Compared	Item Content	2 n	3 Cramer's V	4 r
E4B - E1	Amount of contact with regular teachers to Adequacy of information from school	16	1.00	0.87
A15 - E4d	If ever visited child's school to Amount of contact with feeder school	10	1.00	0.62
E4a - E1	Amount of contact with ESL teacher to Adequacy of information from school	20	1.00	0.83
E4a - E4b	Amount of contact with ESL teacher to Amount of contact with regular teachers	15	1.00	1.00
E4c - E1	Amount of contact with host school to Adequacy of information from school	13	1.00	0.85
E4d - E1	Amount of contact with feeder school to Adequacy of information from school	10	1.00	0.83
A10 - A11	Area of feeder school to Area of host school	65	0.94	0.94
E4d - E4c	Amount of contact with feeder school to Amount of contact with host school	10	0.93	0.93
E4d - E4b	Amount of contact with feeder school to Amount of contact with regular teachers	10	0.93	0.93
E4d - E4a	Amount of contact with feeder school to Amount of contact with ESL teacher	10	0.93	0.93
E4c - E4a	Amount of contact with host school to Amount of contact with ESL teacher	12	0.89	0.90
E4c - E4b	Amount of contact with host school to Amount of contact with regular teachers	11	0.89	0.90
B2 - C1	Opinion of Child's placement in ESL to Opinion of method of instruction	65	0.83	0.58

[1] Level of significance · .05 for Chi-square test

[2] n of 20% of appropriate population or greater

[3] Magnitude of Cramer's V of .40 or greater with level of significance = .05

[4] Magnitude of r of .30 or greater using PPMCC with level of significance = .05

CDS+6.15

SUMMARY OF SIGNIFICANT[1] RELATIONSHIPS BETWEEN QUESTIONNAIRE ITEMS (Continued)
ESL PARENT INTERVIEW

Questionnaire Items Compared	Item Content	n [2]	Cramer's V [3]	r [4]
A6 - A7	Length of time in Canada to Length of time in Calgary	69	0.82	0.79
A7 - A8	Length of time in Calgary to Length of time in ESL class	68	0.81	0.81
E4b - E3	Amount of contact with regular teachers to Adequacy of information about extracurricular activities	14	0.80	0.71
E4a - E2	Amount of contact with ESL teacher to Adequacy of information about course options	15	0.77	0.76
E4d - E3	Amount of contact with feeder school to Adequacy of information about extracurricular activities	9	0.76	0.71
E4d - E2	Amount of contact with feeder school to Adequacy of information about course options	9	0.76	0.71
E4c - E3	Amount of contact with host school to Adequacy of information about extracurricular activities	11	0.74	0.77
E4c - E2	Amount of contact with host school to Adequacy of information about course options	10	0.74	0.67
E4a - E3	Amount of contact with ESL teacher to Adequacy of information about extracurricular activities	16	0.74	0.59
B1 - C1	Opinion of child's assessment to Opinion of method of instruction	64	0.73	0.52
B2 - D3	Opinion of child's placement in ESL to Child's ease in ESL class	62	0.69	0.67
C1 - D3	Opinion of method of instruction to Child's ease in ESL class	61	0.68	0.58
B2 - C4	Opinion of child's placement in ESL to Child's progress in regular classes	64	0.68	0.31
B1 - D3	Opinion of child's assessment to Child's ease in ESL class	60	0.66	0.56
B1 - C4	Opinion of child's assessment to Child's progress in regular class	62	0.66	—
B2 - C3	Opinion of child's placement in ESL to Regular classes aid language acquisition	62	0.64	—
B1 - C3	Opinion of child's assessment to Regular classes aid language acquisition	60	0.61	--
B3 - C1	Opinion of child's placement in grade to Opinion of method of instruction	65	0.61	0.37

[1] Level of significance = .05 for Chi-square test

[2] n of 20% of appropriate population or greater

[3] Magnitude of Cramer's V of .40 or greater with level of significance = .05

[4] Magnitude of r of .30 or greater using PPMCC with level of significance = .05

SUMMARY OF SIGNIFICANT[1] RELATIONSHIPS BETWEEN QUESTIONNAIRE ITEMS (Continued)
ESL PARENT INTERVIEW

Questionnaire Items Compared	Item Content	n[2]	Cramer's V[3]	r[4]
B2 - C2	Opinion of child's placement in ESL to Child's speed in language acquisition	65	0.66	0.46
B1 - C2	Opinion of child's assessment to Child's speed in language acquisition	63	0.60	0.46
B2 - D1	Opinion of child's placement in ESL to Child's adjustment to Calgary	64	0.59	0.40
C4 - D2	Child's progress in regular classes to Child's friends	54	0.59	0.63
B3 - C4	Opinion of child's placement in grade to Child's progress in regular classes	64	0.59	0.30
B3 - D3	Opinion of child's placement in grade to Child's ease in ESL class	60	0.58	0.40
C3 - D3	Regular class aid language acquisition to Child's ease in ESL class	58	0.57	--
C4 - D3	Child's progress in regular classes to Child's ease in ESL class	59	0.57	--
B3 - C3	Opinion of child's placement in grade to Regular classes aid language acquisition	62	0.56	--
A4 - D6	Former country of child and Opinion regarding child's maintenance of native language	60	0.56	--
B2 - D2	Opinion of child's placement in ESL to Child's friends	57	0.55	0.44
A1 - A5	Age of child to Years of schooling in former country	66	0.54	0.76
C4 - D4	Child's progress in regular classes to Child's ease in regular classes	61	0.53	0.61
B3 - D4	Opinion of child's placement in grade to Child's ease in regular classes	61	0.51	0.44
B1 - D2	Opinion of child's assessment to Child's friends	55	0.51	0.38
A4 - C1	Former country of child to Opinion of method of instruction	57	0.50	--
A16 - E5b	If ever talked on phone to teacher/principal to Awareness of counselling services	18	$\phi = 0.50$[5]	--
B2 - D4	Opinion of child's placement in ESL to Child's ease in regular classes	63	0.49	0.37

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[1] Level of significance = .05 for Chi-square test

[2] n of 20% of appropriate population or greater

[3] Magnitude of Cramer's V of .40 or greater with level of significance = .05

[4] Magnitude of r of .30 or greater using PPMCC with level of significance = .05

[5] Magnitude of ϕ of .40 or greater for a two-by-two table

CDS+6.18

SUMMARY OF SIGNIFICANT[1] RELATIONSHIPS BETWEEN QUESTIONNAIRE ITEMS (Continued)
ESL PARENT INTERVIEW

Questionnaire Items Compared	Item Content	n[2]	Cramer's V[3]	r[4]
C1 - D2	Opinion of method of instruction to Child's friends	55	0.49	0.43
C2 - D3	Child's speed in language acquisition to Child's ease in ESL class	60	0.49	0.55
C3 - D4	Regular classes aid language acquisition to Child's ease in regular classes	60	0.48	0.59
C1 - D6	Opinion of method of instruction to Opinion regarding child's maintenance of native language	65	0.47	0.36
B1 - D1	Opinion of child's assessment to Child's adjustment to Calgary	61	0.48	0.39
B3 - D2	Child's placement in grade to Child's friends	55	0.48	0.41
B3 - C2	Child's friends to Child's speed in language acquisition	65	0.48	
C4 - D5	Child's progress in regular classes to Opinion regarding child's maintenance of cultural identity	62	0.47	0.44
C2 - D2	Child's speed of language acquisition to Child's friends	55	0.47	0.48
A4 - D1	Former country of child to Child's adjustment to Calgary	56	0.46	—
B1 - D4	Opinion of child's assessment to Child's ease in regular classes	61	0.46	—
C1 - D4	Opinion of method of instruction to Child's ease in regular classes	62	0.46	—
A4 - D2	Former country of child to Child's friends	50	0.45	—
C3 - D2	Regular classes aid language acquisition to Child's friends	52	0.45	0.45
A4 - D3	Former country of child to Child's ease in ESL class	55	0.43	—
C1 - D1	Opinion of method of instruction to Child's adjustment to Calgary	63	0.42	0.38
A1 - C1	Age of child to Opinion of method of instruction	66	0.40	-0.34
C1 - D5	Opinion of method of instruction to Opinion regarding Child's maintenance of cultural identity	63	0.40	—
A15 - E5b	If ever visited child's school to Awareness of counselling services	18	ϕ[5] = 0.40	0.40

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[1] Level of significance = .05 for Chi-square test

[2] n of 20% of appropriate population or greater

[3] Magnitude of Cramer's V of .40 or greater with level of significance = .05

[4] Magnitude of r of .30 or greater using PPMCC with level of significance = .05

[5] Magnitude of ∅ of .40 or greater for a two-by-two table

ESL TEACHER QUESTIONNAIRE

SUMMARY OF RESULTS

A. DESCRIPTIVE DATA

INSTRUCTIONAL LEVEL
OF ESL TEACHERS
(n = 41)

Elementary	15 (37%)
Junior High	12 (29%)
Senior High	14 (34%)

AREA OF SCHOOLS
WHERE ESL TEACHERS WORK
(n = 41)

North	12 (29%)
East	7 (17%)
West	3 (7%)
Southwest	10 (24%)
Southeast	9 (22%)

TEACHING ASSIGNMENT
OF ESL TEACHERS
(n = 41)

.4 of a full-time load	1 (2%)
.6 of a full-time load	5 (12%)
Full time	35 (85%)

NUMBER OF ESL STUDENTS
SEEN PER DAY
(n = 41)

20 students or fewer	10 (24%)
21-30 students	14 (34%)
31-40 students	9 (22%)
41-50 students	3 (7%)
51-60 students	3 (7%)
61-70 students	2 (5%)

MODES OF TRANSPORTATION
OF ELEMENTARY ESL STUDENTS
(n = 15)

Taxi	13 (87%)
Bus	2 (13%)
They stay in the same school	1 (7%)
Other	1 (7%)
NR	1 (7%)

AMOUNT OF PREP TIME PER DAY FOR ESL TEACHERS
(n = 41)

None	1 (2%)
Less than 30 minutes	19 (46%)
31 - 60 minutes	9 (22%)
61 - 90 minutes	10 (24%)
More than 90 minutes	2 (5%)

LANGUAGES SPOKEN BY ESL TEACHERS
(n = 41)

Speaks another language	29 (71%)
Does not speak another language	12 (29%)

FIRST LANGUAGE OF ESL TEACHERS WHO SPEAK TWO LANGUAGES
(n = 29)

English	24 (83%)
Other language	5 (17%)

ATTITUDE TOWARD SPEAKING ANOTHER LANGUAGE
(n = 29)

It helps teaching ESL	29 (100%)

ESL TEACHER PROFILE OF SECOND LANGUAGE TRAINING
(n = 41)

QUANTITY / ACTIVITY	NONE	1-2 ACTIVITIES	3-5 ACTIVITIES	MORE THAN 5 ACTIVITIES	NR
1. University courses	7 (17%)	17 (42%)	13 (32%)	4 (10%)	
2. Inservice (this year)	5 (12%)	15 (37%)	15 (37%)	5 (12%)	1 (2%)
3. Conferences	1 (2%)	19 (46%)	14 (34%)	7 (17%)	
4. Texts read on own	2 (5%)	10 (24%)	13 (32%)	16 (39%)	
5. Journal articles (this year)	4 (10%)	10 (24%)	16 (39%)	11 (27%)	

ESL TEACHER RATING[1] OF SECOND LANGUAGE TRAINING ACTIVITIES (n = 41)

HELPED MOST IN MEETING ESL STUDENT NEEDS		HELPED LEAST IN MEETING ESL STUDENT NEEDS	
ACTIVITY	# OF RESPONDENTS	ACTIVITY	# OF RESPONDENTS
University courses in second language instruction	13	Knowing another language	10
Inservice activities	10	Texts on second language instruction	9
Knowing another language	8	Journal articles on second language instruction	9
Conferences on second language instruction	6	Conferences on second language instruction	4
Texts on second language instruction	2	University courses	3
Journal articles on second language instruction	1	Inservice activities	1
NR	1	NR	5

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[1] RATING by number of respondents casting a vote

B. ATTITUDES OF ESL TEACHERS

ATTITUDES OF ESL TEACHERS
TOWARDS ASSESSMENT AND PLACEMENT
OF ESL STUDENTS
(n = 41)

STATEMENT	POSITIVE	NEGATIVE	INDETERMINATE
ESL students were assessed adequately prior to the commencement of instruction	11 (27%)	26 (63%)	4 (10%)
ESL students were placed in the appropriate grade	18 (44%)	11 (27%)	12 (29%)
ESL students were placed in the appropriate ESL class	23 (56%)	7 (17%)	11 (27%)

KEY: POSITIVE = Responses of Strongly Agree (5) and Agree (4) on the ESL Teacher Questionnaire
NEGATIVE = Responses of Disagree (2) or Strongly Disagree (1) on the ESL Teacher Questionnaire
INDETERMINATE = Responses of Undecided (3) or Don't Know (0) on the ESL Teacher Questionnaire

ESL TEACHER ATTITUDES TOWARDS HOW ESL STUDENT NEEDS ARE MET

(n = 41)

ESL STUDENT NEEDS: MET BY:	INSTRUCTIONAL	SOCIAL	EMOTIONAL	CULTURAL
ESL Teachers				
POSITIVE	30 (73%)	25 (61%)	19 (46%)	21 (51%)
NEGATIVE	2 (5%)	5 (12%)	6 (15%)	4 (10%)
INDETERMINATE	9 (22%)	11 (27%)	16 (39%)	16 (39%)
Regular Classroom Teachers				
POSITIVE	12 (29%)	11 (27%)	6 (15%)	6 (15%)
NEGATIVE	16 (39%)	12 (29%)	15 (37%)	14 (34%)
INDETERMINATE	13 (32%)	18 (44%)	20 (49%)	21 (51%)
Overall School Environment				
POSITIVE	13 (31%)	14 (34%)	7 (17%)	10 (24%)
NEGATIVE	11 (27%)	8 (20%)	12 (29%)	9 (23%)
INDETERMINATE	17 (41%)	19 (46%)	22 (54%)	22 (54%)

KEY: POSITIVE = Responses of Strongly Agree (5) and Agree (4) on the ESL Teacher Questionnaire

NEGATIVE = Responses of Disagree (2) or Strongly Disagree (1) on the ESL Teacher Questionnaire

INDETERMINATE = Responses of Undecided (3) or Don't Know (0) on the ESL Teacher Questionnaire

ESL TEACHER ATTITUDES
TOWARDS HOW ESL TEACHER NEEDS
ARE MET
(n = 41)

STATEMENT	POSITIVE	NEGATIVE	INDETERMINATE
1. The ESL teacher feels her position as a staff member in the school is secure.	29 (71%)	2 (5%)	10 (24%)
2. The ESL teacher feels like a part of the school staff.	39 (95%)		2 (5%)
3. The ESL teacher has adequate support from other staff members in the school.	37 (90%)	1 (2%)	3 (7%)
4. The staffing formula of 12:1 is appropriate for the ESL classroom.	33 (80%)	3 (7%)	5 (12%)
5. The ESL teacher has adequate prep time.	18 (44%)	15 (37%)	8 (20%)
6. The system is responsive to making staffing changes as ESL class sizes change.	26 (63%)	13 (32%)	2 (5%)

KEY: POSITIVE = Responses of Strongly Agree (5) and Agree (4) on the ESL Teacher Questionnaire
NEGATIVE = Responses of Disagree (2) or Strongly Disagree (1) on the ESL Teacher Questionnaire
INDETERMINATE = Responses of Undecided (3) or Don't Know (0) on the ESL Teacher Questionnaire

ESL TEACHER ATTITUDES TOWARDS PROFESSIONAL DEVELOPMENT
(n = 41)

STATEMENT	POSITIVE	NEGATIVE	INDETERMINATE
1. The ESL teacher feels that the system provides adequate time for her professional development.	12 (29%)	22 (54%)	7 (17%)
2. The ESL teacher feels that sufficient inservice activities are provided by the ESL consultant team.	25 (61%)	8 (20%)	8 (20%)
3. The ESL teacher feels that she is made aware of external professional development ativities.	37 (90%)	2 (5%)	2 (5%)

KEY:
POSITIVE = Responses of Strongly Agree (5) and Agree (4) on the ESL Teacher Questionnaire
NEGATIVE = Responses of Disagree (2) or Strongly Disagree (1) on the ESL Teacher Questionnaire
INDETERMINATE = Responses of Undecided (3) or Don't Know (0) on the ESL Teacher Questionnaire

ESL TEACHER ATTITUDES
TOWARDS NEEDED PROGRAM DEVELOPMENTS
(n = 41)

PROGRAM DEVELOPMENTS NEEDED	POSITIVE	NEGATIVE	INDETERMINATE
1. Curriculum development for each Division	35 (85%)	3 (7%)	3 (7%)
2. Curriculum consistency across the system by Division	32 (78%)	4 (10%)	5 (12%)
3. Locally developed curriculum guidelines and teaching suggestions by Division	31 (76%)	6 (15%)	4 (10%)
4. Provincially developed curriculum guidelines and teaching suggestions by Divisions	28 (68%)	6 (15%)	7 (17%)
5. Program standards (i.e. for entrance and exit)	33 (80%)	4 (10%)	4 (10%)
6. Program articulation with subjects in the regular program	30 (73%)	2 (5%)	9 (22%)
7. Standardized testing procedures	24 (59%)	7 (17%)	10 (24%)
8. A guide for ESL resource materials	40 (98%)		1 (2%)
9. Administrative directions and guidelines for processing students	34 (83%)		7 (17%)
10. Priority guidelines for students with multiple needs	30 (73%)		11 (27%)

KEY: POSITIVE = Responses of Strongly Agree (5) and Agree (4) on the ESL Teacher Questionnaire

NEGATIVE = Responses of Disagree (2) or Strongly Disagree (1) on the ESL Teacher Questionnaire

INDETERMINATE = Responses of Undecided (3) or Don't Know (0) on the ESL Teacher Questionnaire

CDS+5.43

ESL TEACHER ATTITUDES TOWARDS SUPPORT SERVICES NEEDED
(n = 41)

ADDITIONAL SUPPORT SERVICES REQUIRED FROM:	POSITIVE	NEGATIVE	INDETERMINATE
1. Interpreters	32 (78%)	5 (12%)	4 (10%)
2. School psychologists	27 (66%)	5 (12%)	9 (22%)
3. Guidance counsellors	28 (68%)	5 (12%)	8 (20%)
4. Home-school liaison workers	30 (73%)	6 (14%)	5 (12%)
5. Speech pathologists	17 (41%)	6 (14%)	8 (20%)
6. Resource room teachers	27 (66%)	3 (7%)	11 (27%)
7. Para-professionals	28 (68%)	5 (12%)	8 (20%)
8. Parent/student volunteers	27 (66%)	4 (10%)	10 (24%)

KEY: POSITIVE = Responses of Strongly Agree (5) and Agree (4) on the ESL Teacher Questionnaire
NEGATIVE = Responses of Disagree (2) or Strongly Disagree (1) on the ESL Teacher Questionnaire
INDETERMINATE = Responses of Undecided (3) or Don't Know (0) on the ESL Teacher Questionnaire

ELEMENTARY ESL TEACHER ATTITUDES TOWARDS TRANSPORTATION OF ESL STUDENTS
(n = 15)

STATEMENT	TRUE	FALSE	INDETERMINATE
Transportation does not interfere with the teaching process	1 (7%)	14 (93%)	
Transportation does not interfere with the learning process	2 (13%)	11 (73%)	2 (13%)

KEY: TRUE = Responses of Strongly Agree (5) and Agree (4) on the ESL Teacher Questionnaire
FALSE = Responses of Disagree (2) or Strongly Disagree (1) on the ESL Teacher Questionnaire
INDETERMINATE = Responses of Undecided (3) or Don't Know (0) on the ESL Teacher Questionnaire

ELEMENTARY ESL TEACHER ATTITUDES TOWARDS THE ITINERANT ESL RESOURCE TEACHER CONCEPT
(n = 15)

STATEMENT	POSITIVE	NEGATIVE	INDETERMINATE
The language needs of ECS to Grade 2 children are better served within the regular classroom	11 (73%)	3 (20%)	1 (7%)
The itinerant ESL resource teacher concept for Division I children should be expanded	8 (53%)	2 (13%)	5 (33%)

KEY: POSITIVE = Responses of Strongly Agree (5) and Agree (4) on the ESL Teacher Questionnaire
NEGATIVE = Responses of Disagree (2) or Strongly Disagree (1) on the ESL Teacher Questionnaire
INDETERMINATE = Responses of Undecided (3) or Don't Know (0) on the ESL Teacher Questionnaire

SECONDARY ESL TEACHER ATTITUDES TOWARDS SUGGESTED PROGRAM CHANGES (n = 26)			
SUGGESTED PROGRAM CHANGES	POSITIVE	NEGATIVE	INDETERMINATE
1. Reception classes for new ESL students	18 (69%)	2 (8%)	6 (23%)
2. Credit for ESL courses	24 (92%)		2 (8%)
3. Independent study projects	10 (38%)	4 (15%)	12 (46%)
4. Vocational programming	23 (88%)		3 (12%)
5. Transition classes in ESL using content	23 (88%)	1 (4%)	2 (8%)
6. Transition classes in subject areas for ESL students	20 (77%)		6 (23%)
7. Tutorial services for students integrated into regular classes	24 (92%)		2 (8%)

KEY: POSITIVE = Responses of Strongly Agree (5) and Agree (4) on the ESL Teacher Questionnaire

NEGATIVE = Responses of Disagree (2) or Strongly Disagree (1) on the ESL Teacher Questionnaire

INDETERMINATE = Responses of Undecided (3) or Don't Know (0) on the ESL Teacher Questionnaire

ESL TEACHER ATTITUDES TOWARDS ADEQUACY OF COMMUNICATION
(n = 41)

ADEQUACY OF COMMUNICATION BETWEEN ESL TEACHER AND:	POSITIVE	NEGATIVE	INDETERMINATE
1. Parents of ESL students	7 (17%)	33 (81%)	1 (2%)
2. Regular classroom teachers of ESL students	29 (71%)	10 (24%)	2 (5%)
3. Resource room teacher	13 (32%)	5 (12%)	23 (56%)
4. Guidance counsellor	13 (32%)	13 (32%)	15 (37%)
5. Language Arts staff	18 (44%)	5 (12%)	18 (44%)
6. Principal	30 (73%)	8 (20%)	3 (7%)
7. ESL consultant	29 (71%)	9 (22%)	3 (7%)
8. Former ESL students	15 (37%)	13 (32%)	13 (32%)

KEY: POSITIVE = Responses of Strongly Agree (5) and Agree (4) on the ESL Teacher Questionnaire

NEGATIVE = Responses of Disagree (2) or Strongly Disagree (1) on the ESL Teacher Questionnaire

INDETERMINATE = Responses of Undecided (3) or Don't Know (0) on the ESL Teacher Questionnaire

C. COMMENTS

SUMMARY OF TYPICAL ESL TEACHER COMMENTS
ESL TEACHER QUESTIONNAIRE

QUESTION/TOPIC	RESPONSES		
	ELEMENTARY (n = 15)	JUNIOR HIGH (n = 12)	SENIOR HIGH (n = 14)
A. BACKGROUND INFORMATION 1. Does knowing another language help you as an ESL teacher?			
POSITIVE	More awareness of the problems of language learning (13) Direct communication can be useful (2)	More aware of the problems of language learning (9) Direct communication can be useful (1)	More aware of the problems of language learning (9) Direct communication can be useful (3)
2. What has helped you cope with the educational needs of ESL students?			
COMMENTS	Interaction with colleagues (7) Observing other ESL classes (3) Travel (3) Course in teaching reading (2) Personal efforts to learn about language acquisition (2)	Interaction with colleagues (2) Supportive school staff (2) Personal efforts to learn about language acquisition and cultural differences (1)	Interaction with colleagues (5) Teaching in other countries (4) Classroom experience (2) Personal efforts - imagination, patience, understanding (2)

SUMMARY OF TYPICAL ESL TEACHER COMMENTS (Continued)
ESL TEACHER QUESTIONNAIRE

QUESTION/TOPIC	RESPONSES		
	ELEMENTARY (n = 13)	JUNIOR HIGH (n = 12)	SENIOR HIGH (n = 14)
B. STUDENT NEEDS 1. Assessment of ESL students prior to placement INDETERMINATE		Multi-cultural Assessment Centre should handle this (2)	
NEGATIVE	Inadequate assessment (5) We try to do our own (1)	I assess my students (2) Difficult to assess adequately with limited prep time (1)	We assess them (5) Should be assessed in their own language for ability and educational background (3) More effective assessment needed (1)
2. Placement in appropriate grade CURRENT SITUATION	Placed by age (2) Usually but not always placed appropriately (2) Sometimes placed one year behind peer level (2) Some students claim they are younger than they are (2)	I place them (5) Sometimes we are not told the correct age (1)	Placed according to age (3)

SUMMARY OF TYPICAL ESL TEACHER COMMENTS (Continued)
ESL TEACHER QUESTIONNAIRE

QUESTION/TOPIC	RESPONSES		
	ELEMENTARY (n = 15)	JUNIOR HIGH (n = 12)	SENIOR HIGH (n = 14)
3. Placement in appropriate ESL class POSITIVE	Placed by ESL teacher (2)	Placed by ESL teacher (1)	Placed by ESL teacher (2) Easy to switch if necessary (2)
NEGATIVE		Little choice when only one teacher (1)	Initial placement tentative, not always appropriate (2) Programming doesn't allow enough levels (2)
4. What other student needs should the ESL program address? SUGGESTIONS	Ongoing medical and dental supervision (3) Special Education classes for ESL students (3) Translation services available at all times (3) Orientation in first language for students and parents in reception centre (2) Meet needs of English as a Second Dialect students (2)	Provide assistance for learning disabilities (5) Upgrading (2) Counselling services for ESL students and parents (2) Medical and dental awareness (1) Assessment (1) Vocational programming (1) Summer school with Canadians (1)	Vocational programming for ESL students (8) Counselling services for ESL students (6) Academic upgrading (3) Familiarization with government and legal agencies (2) Assessment (2) Content tutoring (2) Sports camp with Canadians (1)

SUMMARY OF TYPICAL ESL TEACHER COMMENTS (Continued)
ESL TEACHER QUESTIONNAIRE

QUESTION/TOPIC	RESPONSES		
	ELEMENTARY (n = 15)	JUNIOR HIGH (n = 12)	SENIOR HIGH (n = 14)
4. What other student needs should the ESL program address? (continued) SUGGESTIONS (continued)	Meet needs of illiterate students (2) Meet needs of Francophones (2) Counselling services for ESL students (1) Upgrading (1)	Summer school with Canadians (1)	

CDS+6.54

SUMMARY OF TYPICAL ESL TEACHER COMMENTS (Continued)
ESL TEACHER QUESTIONNAIRE

QUESTION/TOPIC	RESPONSES		
	ELEMENTARY (n = 15)	JUNIOR HIGH (n = 12)	SENIOR HIGH (n = 14)
C. ESL TEACHER NEEDS			
1. Security of position as staff member			
POSITIVE	Presently yes, but who knows about next year? (1)	I contribute to the school's program and extra-curricular activities (1)	
INDETERMINATE	Varies with attitudes of school administration (1)		
NEGATIVE	ESL staff move frequently depending on student numbers and other factors (3)	When informed I have been transferred without requesting it, I feel positively insecure (1)	Slight feeling of insecurity due to varying numbers of ESL students (5)
2. Feels part of school staff			
POSITIVE			One has to do one's part (1)
NEGATIVE			With no physical space to call my own, I feel different from the rest of the staff (1)

SUMMARY OF TYPICAL ESL TEACHER COMMENTS (Continued)
ESL TEACHER QUESTIONNAIRE

QUESTION/TOPIC	RESPONSES		
	ELEMENTARY (n = 15)	JUNIOR HIGH (n = 12)	SENIOR HIGH (n = 14)
3. Adequacy of support from staff members			
POSITIVE	Librarian most helpful (2)	Support from principal and staff (4)	Most staff and administration very supportive (1) Good support from guidance department (1)
INDETERMINATE	Varies from teacher to teacher (3)		
NEGATIVE	Administration will not contribute supplies (2) Principal not supportive (1) Extra duties other than ESL (1)	Poor. support from regular teachers who have not worked with ESL students (2) ESL a separate entity (1)	
4. Appropriateness of staffing formula 12:1 for ESL			
POSITIVE			If techniques such as small group work used (1)
INDETERMINATE	Twelve students at same level is great; twelve at twelve levels is very different (2)	Twelve students to be instructed and cared for (1) The more they integrate the more work - communicating with teachers, checking assignments etc. (1)	Must be adapted to special circumstances (1) At advanced levels, larger groups possible (1)

SUMMARY OF TYPICAL ESL TEACHER COMMENTS (Continued)
ESL TEACHER QUESTIONNAIRE

QUESTION/TOPIC	RESPONSES		
	ELEMENTARY (n = 15)	JUNIOR HIGH (n = 12)	SENIOR HIGH (n = 14)
4. Appropriateness of staffing formula of 12:1 for ESL (continued)			
NEGATIVE	This idealistic ratio was thrown out two years ago (1)	Some classes are heavily loaded, some are light. Difficult to handle 15 - 22 students at different levels (2)	Too bad this is not a reality Try 20:1! (7)
5. Responsiveness of system to change in ESL population			
POSITIVE		CBE takes a sincere interest in ESL (1)	Within limits of space available (2)
NEGATIVE	Class size increases steadily (2) It takes too long to resolve (1)	System slow to respond (2) Negativism in workload apparent (1)	Could react faster (1)

SUMMARY OF TYPICAL ESL TEACHER COMMENTS (Continued)
ESL TEACHER QUESTIONNAIRE

QUESTION/TOPIC	RESPONSES		
	ELEMENTARY (n = 15)	JUNIOR HIGH (n = 12)	SENIOR HIGH (n = 14)
6. Adequacy of prep time			
POSITIVE		I would like to have more but we are not able to be very flexible (1)	
NEGATIVE	Students from feeder schools arrive as my prep time is beginning (3) Awkward to schedule (2) I have to cancel a class to get prep time (1)	Terribly inadequate (5) Paper blizzard takes most of my time (1)	Time taken by meeting student needs (2) Not enough when you have to plan from scratch (1) Need prep time for administrative purposes (1)
7. Adequate time provided for professional development			
NEGATIVE	Must be done on own time (3) P.D. days little use to ESL (2)	System too rigid - prefer to choose conferences as needed (2) Need to reinstate two ESL P.D. days (1) Most done on own time (1) Need time for program development (1) Need more workshops (1)	Have to attend staff P. D. days but should spend the time on ESL - related activities (1) Need specialist P. D. days (1) Need time for meetings (1)

SUMMARY OF TYPICAL ESL TEACHER COMMENTS (Continued)
ESL TEACHER QUESTIONNAIRE

QUESTION/TOPIC	RESPONSES		
	ELEMENTARY (n = 15)	JUNIOR HIGH (n = 12)	SENIOR HIGH (n = 14)
8. Adequate inservice activities provided by ESL Consultant Team			
POSITIVE		Good work in conjunction with ATESL (1)	
NEGATIVE	Very weak in this area - always on Tues/Thurs, no professional personnel brought in (1) Some activities cancelled (1)	No time except Saturdays or late afternoons (1)	Not helpful or professional enough - should be in-depth, practical and theoretical (3) Too general, geared for beginning teacher (1) Should spend P.D. time sharing resources with colleagues (1)
9. Dissemination of information about external professional development activities			
POSITIVE		Good publicizing for these (1)	
NEGATIVE	Sometimes I have missed notices (1) Have trouble getting permission from my principal to attend (1)	The news arrives too late (1)	

SUMMARY OF TYPICAL ESL TEACHER COMMENTS (Continued) ESL TEACHER QUESTIONNAIRE			
QUESTION/TOPIC	RESPONSES		
	ELEMENTARY (n = 15)	JUNIOR HIGH (n = 12)	SENIOR HIGH (n = 14)
10. What other teacher needs should be addressed by the ESL program? SUGGESTIONS	Interpreters and members of ethnic community to give direction (3) Time for school visits (i.e. Host to Feeder schools) (2) Para-professionals (2) Administrative support (2) Opportunity to observe other ESL teachers (1) Hardware (1)	Transition programs (2) More time to work with colleagues (1) Language lab (1) Relief from paperwork (1)	Teacher evaluation improvement (3) Compatable ESL teams (2) New teacher preparation (2) Availability of consultants (2) Interpreters (1) Relief from paperwork (1)

SUMMARY OF TYPICAL ESL TEACHER COMMENTS (Continued)
ESL TEACHER QUESTIONNAIRE

QUESTION/TOPIC	RESPONSES		
	ELEMENTARY (n = 15)	JUNIOR HIGH (n = 12)	SENIOR HIGH (n = 14)
12. What other program needs should be addressed?	Funding for field trips (2) Inservice for principals and regular teachers (1) Closer liason with all departments (1) Hardware (1) Standard curriculum (1) Time for home visits with translator (1) Medical forms in translation (1) Better transportation (1)	Special Education for ESL students (3) Basic Literacy (1) Itinerant teachers (1) Native language courses (1) Credit for work in first language (1) Computerized marking (1)	Assessment (1) Integration into shop courses (1) Opportunities for regular teachers to get multicultural experiences (1) Follow up of ESL graduates (1) Personalize courses, drop time limits (1)

D. CORRELATION OF QUESTIONNAIRE ITEMS

SUMMARY OF SIGNIFICANT[1] RELATIONSHIPS BETWEEN QUESTIONNAIRE ITEMS

ESL TEACHER QUESTIONNAIRE

Questionnaire Items Compared	Item Content	n[2]	Cramer's V[3]	r[4]
A3 - D3b	Amount of time of teaching assignment to Transportation for ESL students does not interfere with the teaching process	13	0.88	-0.68
A8 - D3a	Amount of formal training to Transportation for ESL students does not interfere with the teaching process	15	0.81	-0.74
A8 - D3b	Amount of formal training to Transportation for ESL students does not interfere with the learning process	13	0.80	-0.72
A3 - E1f	Amount of time of teaching assignment to Adequacy of communications with principal	40	0.72	--
A1 - D4c	Instructional level to Need for independent study projects	22	0.67	-0.57
A9 - D4c	Number of inservice activities attended to Need for independent study projects	21	0.64	--
A6 - C1b	Amount of prep time to ESL teacher feels part of school staff	40	0.60	--
A3 - C1a	Amount of time of teaching assignment to Feeling of security regarding position	38	0.57	0.42
A1 - B3d	Instructional level to Regular classes meet students' cultural needs	30	0.57	--
A6 - E1g	Amount of prep time to Adequacy of communications with ESL consultant	41	0.55	--
A7 - B2b	If speaks another language to ESL teacher supports students' social needs	38	0.53	--
A12 - D4a	Number of journal articles read to Need for reception classes for new ESL students	23	0.53	--

[1] Level of significance = .05 for Chi-square test

[2] n of 20% of appropriate population or greater

[3] Magnitude of Cramer's V of .40 or greater with significance level = .05

[4] Magnitude of r of .30 or greater using PPMCC with significance level = .05

[illegible]:5.8[illegible]

SUMMARY OF SIGNIFICANT[1] RELATIONSHIPS BETWEEN QUESTIONNAIRE ITEMS

ESL TEACHER QUESTIONNAIRE (Continued)

Questionnaire Items Compared	Item Content	n[2]	Cramer's V[3]	r[4]
A4 - B2d	Number of students seen per day to ESL teacher support of students' cultural needs	36	0.53	--
A3 - D1c	Amount of time of teaching assignment to Need for locally developed curriculum guidelines	39	0.51	--
A6 - E1h	Amount of prep time to Adequacy of communication with former ESL students	33	0.51	--
A1 - D1d	Instructional level to Need for provincially developed curriculum guidelines	38	0.51	--
A11 - C1b	Number of texts read to ESL teacher feels part of school staff	40	0.51	--
A9 - D4g	Number of inservice activities attended to Need for tutorial services	25	0.50	0.48
A7 - D2e	If speaks another language to Need for additional support from speech pathologists	40	0.50	-0.34
A11 - B3a	Number of texts read to Regular classes meet students language needs	34	0.50	--
A9 - B1c	Number of inservice activities attended to Appropriateness of student placement in ESL	35	0.50	0.45
A1 - B3b	Instructional level to Regular classes meet students' social needs	34	0.49	-0.49
A6 - B3d	Amount of prep time to Regular classes meet students' cultural needs	30	0.49	--
A4 - D1f	Number of students seen per day to Need for articulation with regular program	36	0.49	--

[1] Level of significance = .05 for Chi-square test
[2] n of 20% of appropriate population or greater
[3] Magnitude of Cramer's V of .40 or greater with significance level = .05
[4] Magnitude of r of .30 or greater using PPMCC with significance level = .05

SUMMARY OF SIGNIFICANT[1] RELATIONSHIPS BETWEEN QUESTIONNAIRE ITEMS

ESL TEACHER QUESTIONNAIRE (Continued)

Questionnaire Items Compared	Item Content	n[2]	Cramer's V[3]	r[4]
A1 - B3c	Instructional level to Regular classes meet students' emotional needs	34	0.49	—
A12 - B4c	Number of journal articles read to School environment meets students' emotional needs	31	0.48	—
A6 - E1e	Amount of prep time to Adequacy of communication with language arts staff	34	0.48	-0.30
A7 - B2d	If speaks another language to ESL teacher meets students' cultural needs	36	0.48	-0.31
A8 - D2g	Amount of formal language training to Need for additional support from para-professionals	40	0.48	—
A11 - C3a	Number of texts read to Adequacy of P.D. time	41	0.48	—
A7 - D2b	If speaks another language to Need for additional support from school psychologists	38	0.48	-0.35
A1 - D2a	Instructional level to Need for additional support from interpreters	41	0.47	—
A9 - D1e	Number of inservice activities attended to Need for program standards	39	0.46	—
A6 - C3a	Amount of prep time to Adequacy of P.D. time	41	0.46	0.28
A4 - D2h	Number of students seen per day to Need for additional support from parent/student volunteers	39	0.46	—
A8 - D1e	Amount of formal language training to Need for program standards	40	0.46	0.37
A1 - E1g	Instructional level to Adequacy of communications with ESL consultant	41	0.46	0.39
A6 - B3c	Amount of prep time to Regular classes meet students' emotional needs	34	0.45	—
A4 - D1e	Number of students seen per day to Need for program standards	40	0.45	—

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[1] Level of significance = .05 for Chi-square test

[2] n of 20% of appropriate population or greater

[3] Magnitude of Cramer's V of .40 or greater with significance level = .05

[4] Magnitude of r of .30 or greater using PPMCC with significance level = .05

SUMMARY OF SIGNIFICANT[1] RELATIONSHIPS BETWEEN QUESTIONNAIRE ITEMS

ESL TEACHER QUESTIONNAIRE (Continued)

Questionnaire Items Compared	Item Content	n[2]	Cramer's V[3]	r[4]
A1 - D2e	Instructional level to Need for additional support from speech pathologists	40	0.45	--
A9 - C2b	Number of inservice activities attended to Responsiveness of system to fluctuations in population	37	0.45	--
A8 - D2f	Amount of formal language training to Need for additional support from resource room teachers	39	0.44	--
A2 - D1g	Area teacher teaches in to Need for standardized testing	40	0.44	--
A12 - D1b	Number of journal articles read to Need for curriculum consistency across Divisions	39	0.44	--
A7 - D1i	If speaks another language to Need for guidelines to process students	40	0.44	--
A2 - C2a	Area teacher teaches in to Opinion regarding staffing formula	39	0.43	--
A12 - E1a	Number of journal articles read to Adequacy of communications with ESL parents	41	0.43	0.37
A12 - E1b	Number of journal articles read to Adequacy of communications with Regular classroom teachers	41	0.43	--
A12 - D2f	Number of journal articles read to Need for additional support from resource room teachers	30	0.43	--
A12 - C2c	Number of journal articles read to Adequacy of prep time	41	0.42	--
A1 - D2f	Instructional level to Need for additional support from resource room teachers	39	0.41	-0.32
A1 - D2g	Instructional level to Need for additional support from para-professionals	40	0.40	--
A9 - D2b	Number of inservice activities attended to Need for additional support from school psychologists	37	0.40	--

[1] Level of significance = .05 for Chi-square test

[2] n of 20% of appropriate population or greater

[3] Magnitude of Cramer's V of .40 or greater with significance level = .05

[4] Magnitude of r of .30 or greater using PPMCC with significance level = .05

REGULAR CLASSROOM TEACHERS
OF ESL STUDENTS QUESTIONNAIRE
SUMMARY OF RESULTS

A. DESCRIPTIVE DATA

INSTRUCTIONAL LEVEL OF REGULAR CLASSROOM TEACHERS
(n = 63)

Elementary	30 (48%)
Junior High	19 (30%)
Senior High	14 (22%)

AREA OF SCHOOLS WHERE REGULAR CLASSROOM TEACHERS WORK
(n = 63)

North	13 (21%)
East	27 (43%)
West	5 (8%)
Southwest	5 (8%)
Southeast	11 (18%)
NR	2 (3%)

NUMBER OF ESL STUDENTS TAUGHT BY REGULAR CLASSROOM TEACHERS
(n = 63)

1 - 2 ESL students	20 (32%)
3 - 5 ESL students	22 (35%)
6 - 8 ESL students	8 (13%)
9 - 10 ESL students	5 (8%)
More than 10 ESL students	8 (13%)

MODES OF TRANSPORTATION OF ESL STUDENTS IN REGULAR ELEMENTARY CLASSROOMS
(n = 30)

Taxi	15 (50%)
Bus	2 (7%)
They stay in the same school	5 (17%)
Other	3 (10%)
NR	5 (17%)

CDS+5.57

SUBJECTS TAUGHT BY SECONDARY REGULAR CLASSROOM TEACHERS
(n = 33)

Math	11 (33%)
Science	5 (15%)
Social Studies	4 (12%)
Typing	4 (12%)
Physical Education	9 (27%)

B. ATTITUDES OF REGULAR CLASSROOM TEACHERS

REGULAR CLASSROOM TEACHER ATTITUDES TOWARDS HOW ESL STUDENT NEEDS ARE MET
(n = 63)

ESL STUDENT NEEDS: MET BY:	INSTRUCTIONAL	SOCIAL	EMOTIONAL	CULTURAL
Regular Classroom Teachers				
POSITIVE	30 (48%)	49 (78%)	40 (63%)	24 (38%)
NEGATIVE	21 (33%)	10 (16%)	8 (13%)	17 (27%)
INDETERMINATE	12 (19%)	4 (6%)	15 (24%)	22 (35%)
Overall School Environment				
POSITIVE	54 (86%)	47 (75%)	45 (71%)	31 (49%)
NEGATIVE	4 (6%)	3 (5%)	1 (2%)	4 (6%)
INDETERMINATE	5 (8%)	13 (21%)	17 (27%)	28 (44%)
The ESL Program				
POSITIVE	49 (78%)	45 (71%)	44 (70%)	33 (52%)
NEGATIVE	3 (5%)	3 (5%)	1 (2%)	2 (3%)
INDETERMINATE	11 (18%)	15 (24%)	18 (29%)	28 (44%)

KEY: POSITIVE = Responses of Strongly Agree (5) and Agree (4) on the Regular Classroom Teacher Questionnaire

NEGATIVE = Responses of Disagree (2) and Strongly Disagree (1) on the Regular Classroom Teacher Questionnaire

INDETERMINATE = Responses of Undecided (3) and Don't Know (0) on the Regular Classroom Teacher Questionnaire or No Response

ELEMENTARY REGULAR CLASSROOM TEACHER
ATTITUDES TOWARDS TRANSPORTATION OF
ESL STUDENTS
(n = 30)

STATEMENT	TRUE	FALSE	INDETERMINATE
Transportation does not interfere with the teaching process	19 (63%)	3 (10%)	8 (27%)
Transportation does not interfere with the learning process	18 (60%)	4 (13%)	8 (27%)

KEY: TRUE = Responses of Strongly Agree (5) and Agree (4) on the Regular Classroom Teacher Questionnaire
FALSE = Responses of Disagree (2) and Strongly Disagree (1) on the Regular Classroom Teacher Questionnaire
INDETERMINATE = Responses of Undecided (3) and Don't Know (0) on the Regular Classroom Teacher Questionnaire or No Response

ELEMENTARY REGULAR CLASSROOM TEACHER
ATTITUDES TOWARDS THE ITINERANT
ESL RESOURCE TEACHER CONCEPT
(n = 30)

STATEMENT	POSITIVE	NEGATIVE	INDETERMINATE
The language needs of ECS to Grade 2 children are better served within the regular classroom	13 (43%)	9 (30%)	8 (27%)
The itinerant ESL resource teacher concept should be expanded	17 (57%)	3 (10%)	10 (33%)

KEY: POSITIVE = Responses of Strongly Agree (5) and Agree (4) on the Regular Classroom Teacher Questionnaire
NEGATIVE = Responses of Disagree (2) and Strongly Disagree (1) on the Regular Classroom Teacher Questionnaire
INDETERMINATE = Responses of Undecided (3) and Don't Know (0) on the Regular Classroom Teacher Questionnaire or No Response

CDS+5.59

SECONDARY REGULAR CLASSROOM TEACHER ATTITUDES TOWARDS SUGGESTED ESL PROGRAM CHANGES

(n = 33)

SUGGESTED PROGRAM CHANGES	POSITIVE	NEGATIVE	INDETERMINATE
1. Reception class for new ESL students	23 (70%)		10 (30%)
2. Credit for ESL courses	14 (42%)	6 (18%)	13 (39%)
3. Independent study projects for ESL students	16 (48%)	6 (18%)	11 (33%)
4. Vocational programming for ESL students	25 (76%)	2 (6%)	6 (18%)
5. Transition classes in ESL using content	25 (76%)		8 (24%)
6. Transition classes in subject areas for ESL students	14 (42%)	7 (21%)	12 (36%)
7. Tutorial services for ESL students integrated into regular classes	28 (85%)		5 (15%)

KEY:
POSITIVE = Responses of Strongly Agree (5) and Agree (4) on the Regular Classroom Teacher Questionnaire
NEGATIVE = Responses of Disagree (2) and Strongly Disagree (1) on the Regular Classroom Teacher Questionnaire
INDETERMINATE = Responses of Undecided (3) and Don't Know (0) on the Regular Classroom Teacher Questionnaire or No Response

REGULAR CLASSROOM TEACHER ATTITUDES
TOWARDS COMMUNICATION ABOUT
ESL STUDENTS
(n = 63)

COMMUNICATION NEEDS BE IMPROVED BETWEEN REGULAR CLASSROOM TEACHER AND:	POSITIVE	NEGATIVE	INDETERMINATE
1. Parents of ESL students	20 (32%)	15 (24%)	28 (44%)
2. ESL teachers	23 (37%)	21 (33%)	19 (30%)
3. Resource room teacher	20 (32%)	23 (36%)	20 (32%)
4. Guidance counsellor	16 (25%)	34 (54%)	13 (21%)
5. Principal	6 (10%)	6 (10%)	51 (81%)
6. ESL coordinator	34 (54%)	14 (22%)	15 (24%)

KEY: POSITIVE = Responses of Strongly Agree (5) and Agree (4) on the Regular Classroom Teacher Questionnaire

NEGATIVE = Responses of Disagree (2) and Strongly Disagree (1) on the Regular Classroom Teacher Questionnaire

INDETERMINATE = Responses of Undecided (3) and Don't Know (0) on the Regular Classroom Teacher Questionnaire or No Response

C. COMMENTS

SUMMARY OF COMMENTS
REGULAR CLASSROOM TEACHER QUESTIONNAIRE

1. ESL STUDENT NEEDS AS VIEWED BY REGULAR CLASSROOM TEACHERS

INSTRUCTIONAL NEEDS	SOCIAL NEEDS	EMOTIONAL NEEDS	CULTURAL NEEDS	GENERAL
No time for individual instruction (2) Too many students with an inadequate grasp of English being integrated into regular classes (1) They are so often lost in the regular classroom (1) My students have been able, efficient, caring tutors (1) The ESL program should be continued through the grades (1) Students would have greatly benefited from receiving more frequent, formal instruction (1)	ESL students tend to spend recess and noon hour together (often speaking native language) (2) Too many ESL students are much older than classmates so social needs are not met (1) More ways, like the buddy system, that Canadian students can help ESL students adjust (1)	Both emotional and social needs suffer because students do not spend enough time with classmates (1) Multi-lingual teachers are needed who can relate to both emotional and cultural needs (1)	Difficult to meet but we can support and respect cultural needs (1)	Teachers, program doing an excellent job (4) How can we be more effective in communicating with parents? (2) Need closer liaison between ESL and other teachers (1) It is important to support all the children's needs at all times (1)

SUMMARY OF COMMENTS
REGULAR CLASSROOM TEACHER QUESTIONNAIRE (Continued)

2. SUGGESTIONS FOR IMPROVEMENTS IN COMMUNICATIONS ABOUT ESL STUDENTS MADE BY REGULAR CLASSROOM TEACHERS

COMMUNICATION WITH ESL PROGRAM	COMMUNICATION WITH STUDENT'S HOME	GENERAL
Communication between regular teacher and ESL teacher must be improved. Time must be provided for this (8) Need more information regarding cultural needs and social mores of students (2) ESL program tends to be an isolated pocket (1) Need to know the aims for ESL children in general over a year period (1) I would have found it helpful to have a list of common language errors (1)	Interpreters should be more available for interviews and home visits (3) I have not met any parents of ESL students. However, students excel academically so I have little concern (1)	Good communication at present (2) I want to be involved in any decision to place a particular student in my class (1) We must acknowledge that these students are no less intellectual. In their own language they command themselves very effectively (1)

SUMMARY OF COMMENTS
REGULAR CLASSROOM TEACHER QUESTIONNAIRE (Continued)

3. SUGGESTIONS FOR IMPROVEMENT IN THE ESL PROGRAM MADE BY REGULAR CLASSROOM TEACHERS

TOPIC	SUGGESTIONS
ESL PROGRAM NEEDS	
1. Resources for regular teachers	Introductory kits needed for ESL students to use on their own (4)
	More relevant information about techniques and teaching styles to use with ESL students (1)
	ESL teachers could send a suggested list of materials that regular teachers could use (1)
	More inservices for regular teachers - at least two a year (1)
	A monthly report of concepts and skills learned in ESL class for regular teacher (1)
2. Improved communications	More meetings between ESL and regular teachers (3)
	The support and advice of the ESL staff is invaluable to the classroom teacher (2)
	Regular classroom teachers should be made more aware of the ESL program (1)
	There should be a brief overview of the ESL program for the student (1)
	Need time for ESL department heads to meet other department heads (1)
3. Exit criteria	A better means of determining if students ready for regular instruction (2)
4. Itinerant teacher concept	More itinerant teachers for schools without special ESL classes (1)
	A Chinese-speaking/writing teacher must visit all schools regularly (1)
5. Indeterminate	There should be small group formal instruction on a regular basis (1)
	The ESL program should be continued beyond grade one (1)
	Students should spend more time at the school (1)

SUMMARY OF COMMENTS
REGULAR CLASSROOM TEACHER QUESTIONNAIRE (Continued)

3. SUGGESTIONS FOR IMPROVEMENT IN THE ESL PROGRAM MADE BY REGULAR CLASSROOM TEACHERS

TOPIC	SUGGESTIONS
ORGANIZATIONAL NEEDS	
1. Regular class size	Fewer students in regular classroom (4)
	The school should have more than one regular class at each grade level (1)
2. Space for ESL	ESL classes should be taught in a regular classroom, not just any available space (2)
	The school is overcrowded and the ESL class is very lage (1)
3. Time	More time per student is needed (1)
4. Budget	Supply the necessary funding (1)
	Need an increased budget for field trips (1)
5. Other	ESL students should be exposed to more teachers in the school (1)
INSTRUCTIONAL DEVELOPMENT	
1. Content Areas	More language training in specific areas (3)
	Special instruction for reading and doing word problems in math (2)
2. Other	Develop guidelines and a curriculum (1)
	More experience with word association (1)
GENERAL	
1. Positive Comments	The ESL program in our school is excellent (3)
	Enjoy having ESL students in regular classroom (1)
	Keep up the good work (1)

SUMMARY OF COMMENTS
REGULAR CLASSROOM TEACHER QUESTIONNAIRE (Continued)

4. ATTITUDES OF REGULAR CLASSROOM TEACHERS TOWARDS TRANSPORTATION

POSITIVE	NEGATIVE	INDETERMINATE
I am a very flexible person and can fit in with any arrangements that will benefit my students (1) It appears to be expedient (1)	Much better to see ESL students remain in the school rather than force busing (4) I have three who get up at 5:30 a.m. to be here on time. Two of them also work nights - often to midnight (1) There seems to be a problem when they go to their class by taxi (1) Too much money being spent on taxis, buses, etc. (1)	Transportation is the responsibility of the department and the student (1) Sometimes I think afternoon classes would be better (1) There should be provision for supervision of ESL students to ensure they get on the right city bus (especially the first few days) (1)

SUMMARY OF COMMENTS
REGULAR CLASSROOM TEACHER QUESTIONNAIRE (Continued)

5. ATTITUDES OF REGULAR CLASSROOM TEACHERS TOWARDS THE ITINERANT TEACHER CONCEPT

POSITIVE	NEGATIVE	INDETERMINATE
Integration should be encouraged (8)	More specialized ESL help is required (3)	ESL students are very eager to learn and so very demanding of teachers' time (1)
ECS students should remain in regular classroom (1)	ESL classes should provide oral language instruction (2)	
A great advantage to be in a room of students their own age (1)	ESL students need the home base provided by the ESL classroom on a daily basis (2)	
They have developed socially and academically (1)	I feel strongly that ECS students should have a firm grasp of the language of instruction before integration into a regular classroom (1)	
The socialization process would be greatly enhanced if the children could remain in the school (1)	I strongly recommend that ESL students attend ESL rather than receiving instruction in their regular class (1)	
A wonderful learning experience for other kids, ESL kids, and especially me (1)		

SUMMARY OF COMMENTS
REGULAR CLASSROOM TEACHER QUESTIONNAIRE (Continued)

6. COMMENTS OF REGULAR CLASSROOM TEACHERS ABOUT SECONDARY PROGRAM ALTERNATIVES

TOPIC	COMMENTS
1. Transition classes/Tutorials	Transition classes and tutorial classes in content areas are essential if the ESL program is to perform any valid service (1) ESL teachers should concentrate on specialized vocabulary in a course before integration (1) Transition and tutorial classes in content areas are done in our school which makes regular teachers' lives much easier (1) Regular teachers should have extra time available to tutor ESL students in subject areas (1)
2. Integration	Integration is the most important thing for ESL students (2)
3. Culture	Make available lots of culture-directed activities (1) If cultural or social mores prohibit an ESL student from participating in regular activities, we should be made aware of this fact (1)
4. Other	Can ESL students take two three-credit courses at Grade 10 level rather than audit? (1) Our students can join option program at Grade 7 level. If they were integrated I would not accept them at Grade 8 or 9 level

D. CORRELATION OF QUESTIONNAIRE ITEMS

SUMMARY OF SIGNIFICANT[1] RELATIONSHIPS BETWEEN QUESTIONNAIRE ITEMS REGULAR CLASSROOM TEACHER QUESTIONNAIRE

Questionnaire Items Compared	Item Content	n[2]	Cramer's V[3]	r[4]
A2 - B6c	Area teacher teaches in to Itinerant teacher concept should be expanded	25	0.59	--
A1 - B1a	Instructional level to Provides effective supplementary language instruction	60	0.42	-0.41

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[1] Level of significance = .05 for Chi-square test

[2] n of 20% of appropriate population or greater

[3] Magnitude of Cramer's V of .40 or greater with significance level = .05

[4] Magnitude of r of .30 or greater using PPMCC significance level = .05

PRINCIPAL QUESTIONNAIRE
SUMMARY OF RESULTS

A. DESCRIPTIVE DATA

INSTRUCTIONAL LEVEL OF SCHOOL (n = 32)

Elementary	19 (59%)
Elementary - Junior High	4 (13%)
Junior High	5 (16%)
Junior - Senior High	1 (3%)
Senior High	3 (10%)

AREA OF SCHOOL (n = 32)

North	9 (25%)
East	11 (34%)
West	6 (19%)
Southwest	3 (9%)
Southeast	3 (9%)

RELATION OF SCHOOL TO ESL PROGRAM (n = 32)

Host of ESL program	20 (62.5%)
Feeder School	12 (37.5%)

NUMBER OF ESL STUDENTS CURRENTLY RECEIVING ESL INSTRUCTION

	HOST SCHOOL (n = 20)	FEEDER SCHOOL (n 12)
20 students or fewer	7 (35%)	10 (83%)
21 - 30 students	3 (15%)	2 (17%)
31 - 40 students	3 (15%)	
41 - 50 students	2 (10%)	
51 - 60 students	2 (10%)	
61 - 70 students	1 (5%)	
71 - 80 students	2 (10%)	

NUMBER OF ESL STUDENTS WHO SHOULD BE RECEIVING ESL INSTRUCTION BUT ARE NOT

	HOST SCHOOL (n = 20)	FEEDER SCHOOL (n = 12)
20 students or less	19 (95%)	8 (67%)
61 - 70 students		1 (8%)
NR	1 (5%)	3 (25%)

NUMBER OF ESL STUDENTS WITH MULTIPLE PROBLEMS

	HOST SCHOOL (n = 20)	FEEDER SCHOOL (n 12)
1 - 3 students	7 (35%)	2 (17%)
4 - 5 students	4 (20%)	
More than 5 students	2 (10%)	
None	7 (35%)	10 (83%)

NUMBER OF ESL PARENTS MET THIS YEAR

	HOST SCHOOL (n = 20)	FEEDER SCHOOL (n = 12)
5 parents or fewer	17 (85%)	10 (83%)
6 - 10 parents	1 (5%)	2 (17%)
11 - 15 parents	1 (5%)	
More than 20 parents	1 (5%)	

MODE OF TRANSPORTATION TO ESL CLASS OF ESL STUDENTS IN FEEDER SCHOOLS
(n = 12)

	TAXI	BUS	WALK	OTHER
5 students or fewer	8 (67%)	3 (25%)	3 (25%)	2 (17%)
6 - 10 students	1 (8%)	1 (8%)		
11 - 15 students	2 (17%)		1 (8%)	
More than 15 students	1 (8%)	1 (8%)		
NR		7 (58%)	8 (67%)	11 (83%)

B. ATTITUDES OF PRINCIPALS

ATTITUDES OF PRINCIPALS OF FEEDER SCHOOLS TOWARDS TRANSPORTATION OF ESL STUDENTS
(n = 12)

STATEMENT	TRUE	FALSE	NO RESPONSE
Transportation does not interfere with the teaching process	6 (50%)	5 (42%)	1 (8%)
Transportation does not interfere with the learning process	7 (58%)	5 (42%)	

ANALYSIS OF PRINCIPALS' ATTITUDES TOWARD MEETING STUDENT NEEDS BY SCHOOL TYPE

MET BY:	INSTRUCTIONAL NEEDS HOST SCHOOL (n 20)	INSTRUCTIONAL NEEDS FEEDER SCHOOL (n = 12)	SOCIAL NEEDS HOST SCHOOL (n = 20)	SOCIAL NEEDS FEEDER SCHOOL (n = 12)	EMOTIONAL NEEDS HOST SCHOOL (n = 20)	EMOTIONAL NEEDS FEEDER SCHOOL (n = 12)	CULTURAL NEEDS HOST SCHOOL (n = 20)	CULTURAL NEEDS FEEDER SCHOOL (n = 12)
ESL Teachers								
POSITIVE	19 (95%)	10 (83%)	18 (90%)	5 (42%)	13 (65%)	3 (25%)	11 (55%)	3 (25%)
UNDECIDED	1 (5%)	2 (17%)	2 (10%)	6 (50%)	6 (30%)	5 (42%)	7 (35%)	4 (33%)
NEGATIVE					1 (5%)		1 (5%)	2 (17%)
NR				1 (8%)		4 (33%)	1 (5%)	3 (25%)
Regular Classroom Teachers								
POSITIVE	16 (80%)	2 (17%)	16 (80%)	11 (92%)	13 (65%)	11 (92%)	10 (50%)	7 (58%)
UNDECIDED	2 (10%)	7 (58%)	3 (15%)	1 (8%)	4 (20%)	1 (8%)	5 (25%)	2 (17%)
NEGATIVE	2 (10%)	2 (17%)	1 (5%)		3 (15%)		3 (15%)	1 (8%)
NR		1 (5%)					2 (10%)	2 (17%)
Overall School Environment								
POSITIVE	20 (100%)	9 (75%)	19 (95%)	12 (100%)	16 (80%)	10 (83%)	12 (60%)	5 (42%)
UNDECIDED		3 (25%)	1 (5%)		3 (15%)	2 (17%)	6 (30%)	4 (33%)
NEGATIVE					1 (5%)		1 (5%)	3 (25%)
NR							1 (5%)	

KEY:
POSITIVE = Responses of Strongly Agree (5) and Agree (4) on the Principal Questionnaire
UNDECIDED = A response of Undecided (3) on the Principal Questionnaire
NEGATIVE = Responses of Disagree (2) and Strongly Disagree (1) on the Principal Questionnaire
NR = No respons

CDS+5.52

ANALYSIS OF PRINCIPALS' ATTITUDES TOWARD SUPPORT FOR ESL TEACHERS BY SCHOOL TYPE

SUPPORT PROVIDED BY:	ADEQUATE SUPPORT AVAILABLE HOST SCHOOL (n = 20)	FEEDER SCHOOL (n = 12)	ADDITIONAL SUPPORT REQUIRED HOST SCHOOL (n = 20)	FEEDER SCHO (n = 12)
1. Interpreters				
POSITIVE	5 (25%)	2 (17%)	15 (75%)	8 (67%)
NEGATIVE	14 (70%)	2 (17%)	2 (10%)	
INDETERMINATE	1 (5%)	8 (67%)	3 (15%)	4 (33%)
2. Psychologists				
POSITIVE	4 (20%)		10 (50%)	7 (58%)
NEGATIVE	13 (65%)	4 (33%)	3 (15%)	
INDETERMINATE	3 (15%)	8 (67%)	7 (35%)	5 (42%)
3. Guidance Counsellors				
POSITIVE	6 (30%)	2 (17%)	11 (55%)	5 (42%)
NEGATIVE	10 (50%)	3 (25%)	4 (20%)	
INDETERMINATE	4 (20%)	7 (58%)	5 (25%)	7 (58%)
4. Home-School Liaison Workers				
POSITIVE	3 (15%)		14 (70%)	8 (67%)
NEGATIVE	13 (65%)	2 (17%)	1 (5%)	
INDETERMINATE	4 (20%)	10 (83%)	5 (25%)	4 (33%)
5. Speech Pathologists				
POSITIVE	4 (20%)	1 (8%)	8 (40%)	6 (50%)
NEGATIVE	11 (55%)	3 (25%)	3 (15%)	1 (8%)
INDETERMINATE	4 (20%)	8 (67%)	9 (45%)	5 (42%)
6. Resource Room Teachers				
POSITIVE	6 (30%)	2 (17%)	10 (50%)	8 (67%)
NEGATIVE	9 (45%)	3 (25%)	2 (10%)	
INDETERMINATE	5 (25%)	7 (58%)	8 (40%)	4 (33%)
7. Para-Professionals				
POSITIVE	3 (15%)	1 (8%)	7 (35%)	8 (67%)
NEGATIVE	10 (50%)	3 (25%)	3 (15%)	
INDETERMINATE	7 (35%)	8 (67%)	10 (50%)	4 (33%)
8. Parent/Student Volunteers				
POSITIVE	6 (30%)		10 (50%)	5 (42%)
NEGATIVE	11 (55%)	3 (25%)	3 (15%)	
INDETERMINATE	3 (15%)	9 (75%)	7 (35%)	7 (58%)

KEY: POSITIVE = Responses of Strongly Agree (5) and Agree (4) on the Principal Questionnaire

NEGATIVE = Responses of Disagree (2) and Strongly Disagree (1) on the Principal Questionnaire

INDETERMINATE = Responses of Undecided (3), or Don't Know (0) on the Principal Questionnaire, or No Response

PRINCIPALS' ATTITUDES TOWARD ADEQUACY OF ESL TEACHERS' PROFESSIONAL DEVELOPMENT TIME

STATEMENT	TOTAL (n = 32)	HOST SCHOOLS (n = 20)	FEEDER SCHOOLS (n = 12)
Professional Development time for ESL teachers is adequate			
AGREE	13 (41%)	11 (55%)	2 (17%)
UNDECIDED	4 (13%)	3 (15%)	1 (8%)
DISAGREE	9 (28%)	4 (20%)	1 (8%)
DON'T KNOW	10 (31%)	2 (10%)	8 (67%)

KEY: AGREE = Responses of Strongly Agree (5) and Agree (4) on the Principal Questionnaire

UNDECIDED = A Response of Undecided (3) on the Principal Questionnaire

DISAGREE = Responses of Disagree (2) or Strongly Disagree (1) on the Principal Questionnaire

DON'T KNOW = A Response of Don't Know (0) on the Principal Questionnaire

ATTITUDES OF PRINCIPALS OF HOST SCHOOLS TOWARD A JOINT PROFESSIONAL DEVELOPMENT DAY
(n = 20)

STATEMENT	POSITIVE	NEGATIVE	INDETERMINATE
I would support setting a joint professional development day with other host ESL schools to enable ESL teachers to meet for professional activities	16 (80%)	1 (5%)	3 (15%)

KEY: POSITIVE = Responses of Strongly Agree (5) and Agree (4) on the Principal Questionnaire

NEGATIVE = Responses of Disagree (2) and Strongly Disagree (1) on the Principal Questionnaire

INDETERMINATE = Responses of Undecided (3), or Don't Know (0) on the Principal Questionnaire, or No Response

ANALYSIS OF PRINCIPALS' ATTITUDES TOWARD HIRING CRITERIA FOR ESL TEACHERS BY SCHOOL TYPE

HIRING CRITERION FOR ESL TEACHERS	SCHOOL TYPE	INCLUSION IN PERSONNEL PROFILE			RATING			
		POSITIVE	NEGATIVE	INDETERMINATE	IMPORTANT	SHOULD BE CONSIDERED	NOT IMPORTANT	NR
1. Personal suitability	Host School (n = 20)	20 (100%)			19 (95%)	1 (5%)		
	Feeder School (n = 12)	12 (100%)			12 (100%)			
2. Training in Second Language Acquisition	Host School	17 (85%)		3 (15%)	6 (30%)	13 (65%)		1(5%)
	Feeder School	12 (100%)			9 (75%)	3 (25%)		
3. Attitudes towards immigrant children	Host School	20 (100%)			19 (95%)	1 (5%)		
	Feeder School	11 (92%)		1 (8%)	9 (75%)	3 (25%)		
4. Knowledge of teaching methods	Host School	16 (70%)		4 (20%)	7 (35%)	11 (55%)	1 (5%)	1(5%)
	Feeder School	11 (92%)		1 (8%)	4 (33%)	7 (58%)	1 (8%)	
5. Regular classroom teaching experience	Host School	19 (95%)		1 (5%)	7 (35%)	12 (60%)	1 (5%)	
	Feeder School	9 (75%)	1 (8%)	2 (17%)	5 (42%)	5 (42%)	2 (17%)	
6. Years of teaching experience	Host School	13 (65%)	3 (15%)	4 (20%)	2 (10%)	9 (45%)	8 (40%)	1(5%)
	Feeder School	8 (67%)	2 (17%)	2 (17%)	1 (8%)	8 (67%)	3 (25%)	
7. Interpersonal skills with fellow staff members	Host School	20 (100%)			16 (80%)	4 (20%)		
	Feeder School	12 (100%)			4 (33%)	8 (67%)		

KEY: POSITIVE = Responses of Strongly Agree (5) and Agree (4) on the Principal Questionnaire
NEGATIVE = Responses of Disagree (2) and Strongly Disagree (1) on the Principal Questionnaire
INDETERMINATE = Responses of Undecided (3), or Don't Know (0), on the Principal Questionnaire, or No Response
IMPORTANT, SHOULD BE CONSIDERED, and NOT IMPORTANT as in the Questionnaire

ANALYSIS OF PRINCIPALS' ATTITUDES TOWARD STAFF ORIENTATION TO THE ESL PROGRAM BY SCHOOL TYPE

STATEMENT	TOTAL (n = 32)	HOST SCHOOLS (n = 20)	FEEDER SCHOOLS (n = 12)
Principal had adequate orientation to the ESL program.			
POSITIVE	17 (53%)	13 (65%)	4 (33%)
NEGATIVE	13 (41%)	7 (35%)	6 (50%)
INDETERMINATE	2 (6%)		2 (17%)
Principal had adequate orientation to the needs of ESL students.			
POSITIVE	16 (50%)	12 (60%)	4 (33%)
NEGATIVE	13 (41%)	7 (35%)	6 (50%)
INDETERMINATE	3 (9%)	1 (5%)	2 (17%)
Regular classroom teachers had adequate orientation to the ESL program.			
POSITIVE	12 (38%)	9 (45%)	3 (25%)
NEGATIVE	15 (47%)	8 (40%)	7 (58%)
INDETERMINATE	5 (16%)	3 (15%)	2 (17%)
Regular classroom teachers had adequate orientation to the needs of the ESL students.			
POSITIVE	12 (38%)	10 (50%)	2 (17%)
NEGATIVE	14 (44%)	7 (35%)	7 (58%)
INDETERMINATE	6 (19%)	3 (15%)	3 (25%)
Principal of host school had sufficient inservice in ESL teacher evaluation.			
POSITIVE		6 (30%)	
NEGATIVE		13 (65%)	
INDETERMINATE		1 (5%)	
Principal of host school was provided with adequate ESL teacher evaluation criteria.			
POSITIVE		6 (30%)	
NEGATIVE		12 (60%)	
INDETERMINATE		2 (10%)	

KEY:
POSITIVE = Responses of Strongly Agree (5) and Agree (4) on the Principal Questionnaire
NEGATIVE = Responses of Disagree (2) and Strongly Disagree (1) on the Principal Questionnaire
INDETERMINATE = Responses of Undecided (3), or Don't Know (0) on the Principal Questionnaire, or No Response

ANALYSIS OF PRINCIPALS' ATTITUDES TOWARD NEEDED POLICIES AND GUIDELINES BY SCHOOL TYPE

POLICIES AND GUIDELINES NEEDED FOR:	TOTAL (n = 32)	HOST SCHOOLS (n = 20)	FEEDER SCHOOLS (n = 12)
1. ESL program organization in the school			
POSITIVE	18 (56%)	13 (65%)	5 (42%)
NEGATIVE	4 (13%)	4 (20%)	
INDETERMINATE	10 (31%)	3 (15%)	7 (58%)
2. ESL program size in the school			
POSITIVE	21 (66%)	16 (80%)	5 (42%)
NEGATIVE	1 (3%)	1 (5%)	
INDETERMINATE	10 (31%)	3 (15%)	7 (58%)
3. ESL class size for the school			
POSITIVE	22 (69%)	17 (85%)	5 (42%)
NEGATIVE	1 (3%)	1 (5%)	
INDETERMINATE	9 (28%)	2 (10%)	7 (58%)
4. A staffing ratio for ESL teachers			
POSITIVE	22 (69%)	17 (85%)	5 (42%)
NEGATIVE	1 (3%)	1 (3%)	
INDETERMINATE	9 (28%)	2 (10%)	7 (58%)
5. A means to adjust staffing to population shifts during the year			
POSITIVE	20 (63%)	14 (70%)	6 (50%)
NEGATIVE	2 (6%)	2 (10%)	
INDETERMINATE	10 (31%)	4 (20%)	6 (50%)
6. Criteria for entrance to ESL classes			
POSITIVE	21 (69%)	15 (75%)	6 (50%)
NEGATIVE	3 (9%)	3 (15%)	
INDETERMINATE	8 (25%)	2 (10%)	6 (50%)
7. Criteria for placement within available ESL classes			
POSITIVE	21 (66%)	16 (80%)	5 (42%)
NEGATIVE	3 (9%)	3 (15%)	
INDETERMINATE	8 (25%)	1 (5%)	7 (58%)
8. The degree of articulation in between ESL and subject areas			
POSITIVE	16 (50%)	13 (65%)	3 (25%)
NEGATIVE	5 (16%)	4 (20%)	1 (8%)
INDETERMINATE	11 (34%)	3 (15%)	8 (67%)

KEY: POSITIVE = Responses of Strongly Agree (5) and Agree (4) on the Principal Questionnaire
NEGATIVE = Responses of Disagree (2) and Strongly Disagree (1) on the Principal Questionnaire
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ANALYSIS OF PRINCIPALS' ATTITUDES TOWARD NEEDED POLICIES AND GUIDELINES BY SCHOOL TYPE (continued)

POLICIES AND GUIDELINES NEEDED FOR:	TOTAL (n = 32)	HOST SCHOOLS (n = 20)	FEEDER SCHOOLS (n = 12)
9. Criteria for the referral of ESL students for assessment			
POSITIVE	21 (66%)	16 (80%)	5 (42%)
NEGATIVE	3 (9%)	3 (15%)	
INDETERMINATE	8 (25%)	1 (5%)	7 (58%)
10. Criteria for ESL students with multiple needs			
POSITIVE	17 (53%)	13 (65%)	4 (33%)
NEGATIVE	4 (13%)	3 (15%)	1 (8%)
INDETERMINATE	11 (34%)	4 (20%)	7 (58%)
11. Criteria for exit from ESL classess			
POSITIVE	20 (63%)	14 (70%)	6 (50%)
NEGATIVE	4 (13%)	3 (15%)	1 (8%)
INDETERMINATE	8 (25%)	3 (15%)	5 (42%)
12. Criteria for termination of ESL students 18 and over			
POSITIVE	17 (53%)	12 (60%)	5 (42%)
NEGATIVE	2 (6%)	2 (10%)	
INDETERMINATE	13 (41%)	6 (30%)	7 (58%)
13. Curricular guidelines for ESL should be developed by the system			
POSITIVE	19 (59%)	14 (70%)	5 (42%)
NEGATIVE	1 (3%)	1 (5%)	
INDETERMINATE	12 (38%)	5 (25%)	7 (58%)
14. Curricular guidelines for ESL should be developed by the Department of Education			
POSITIVE	11 (34%)	8 (40%)	3 (25%)
NEGATIVE	5 (16%)	4 (20%)	1 (8%)
INDETERMINATE	16 (50%)	8 (40%)	8 (67%)
15. Curricular guidelines for ESL should be developed by the system and the Department of Education in joint consultation			
POSITIVE	18 (56%)	13 (65%)	5 (42%)
NEGATIVE	5 (16%)	4 (20%)	1 (8%)
INDETERMINATE	9 (28%)	3 (15%)	6 (50%)

KEY: POSITIVE = Responses of Strongly Agree (5) and Agree (4) on the Principal Questionnaire

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INDETERMINATE = Responses of Undecided (3), or Don't Know (0) on the Principal Questionnaire, or No Response

ATTITUDES OF ELEMENTARY PRINCIPALS TOWARDS THE ITINERANT ESL RESOURCE TEACHER CONCEPT BY SCHOOL TYPE

STATEMENT	TOTAL ELEMENTARY SCHOOLS (n = 23)	ELEMENTARY HOST SCHOOLS (n = 11)	FEEDER SCHOOLS (n = 12)
1. The language needs of E.C.S. to Grade 2 children are better served in the regular classroom.			
POSITIVE	7 (30%)	5 (45%)	2 (17%)
NEGATIVE	10 (43%)	3 (27%)	7 (58%)
INDETERMINATE	6 (26%)	3 (27%)	3 (25%)
2. The social and emotional needs of E.C.S. to Grade 2 children are better served in the regular classroom			
POSITIVE	11 (48%)	7 (64%)	4 (33%)
NEGATIVE	3 (13%)	1 (9%)	2 (17%)
INDETERMINATE	9 (39%)	3 (27%)	6 (50%)
3. The cultural needs of E.C.S. to Grade 2 children are better served in the regular classroom.			
POSITIVE	8 (35%)	6 (55%)	2 (17%)
NEGATIVE	5 (22%)	1 (9%)	4 (33%)
INDETERMINATE	10 (43%)	4 (36%)	6 (50%)
4. The Itinerant ESL Resource Teacher concept for E.C.S. to Grade 2 children should be expanded across the system			
POSITIVE	11 (48%)	3 (27%)	8 (67%)
NEGATIVE	5 (22%)	3 (27%)	2 (17%)
INDETERMINATE	7 (30%)	5 (45%)	2 (17%)
5. The language needs of Grades 3 - 6 children are better served in the ESL classroom			
POSITIVE	13 (56%)	5 (45%)	8 (67%)
NEGATIVE	3 (13%)	1 (9%)	2 (17%)
INDETERMINATE	7 (30%)	6 (55%)	2 (17%)
6. The Itinerant ESL Resource Teacher concept should be piloted for Grades 3 - 6 children.			
POSITIVE	11 (48%)	3 (27%)	8 (67%)
NEGATIVE	5 (22%)	3 (27%)	2 (17%)
INDETERMINATE	7 (30%)	5 (45%)	2 (17%)

KEY: POSITIVE = Responses of Strongly Agree (5) and Agree (4) on the Principal Questionnaire

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ATTITUDES OF SECONDARY PRINCIPALS TOWARDS SUGGESTED ESL PROGRAM CHANGES
(n = 9)

SUGGESTED ESL PROGRAM CHANGES	POSITIVE	NEGATIVE	UNDECIDED
1. Reception classes for new ESL students	5 (56%)	3 (33%)	1 (11%)
2. Credit for ESL courses	6 (67%)	2 (22%)	1 (11%)
3. Independent study projects	6 (67%)	2 (22%)	1 (11%)
4. Vocational programming	8 (89%)		1 (11%)
5. Transition classes in ESL using content	9 (100%)		
6. Transition classes in subject areas for ESL students	9 (100%)		
7. Tutorial services for students integrated into regular classes	7 (78%)		2 (22%)

KEY:
POSITIVE = Responses of Strongly Agree (5) and Agree (4) on the Principal Questionnaire
NEGATIVE = Responses of Disagree (2) and Strongly Disagree (1) on the Principal Questionnaire
INDETERMINATE = Responses of Undecided (3), or Don't Know (0) on the Principal Questionnaire, or No Response

PRINCIPALS' ATTITUDES TOWARDS COMMUNICATION RELATING TO ESL BY SCHOOL TYPE

ADEQUACY OF COMMUNICATION BETWEEN PRINCIPAL AND:	TOTAL (n = 32)	HOST SCHOOLS (n = 20)	FEEDER SCHOOLS (n = 12)
1. ESL teachers			
POSITIVE	21 (66%)	18 (90%)	3 (25%)
NEGATIVE	7 (22%)	1 (5%)	6 (50%)
INDETERMINATE	4 (13%)	1 (5%)	3 (25%)
2. Regular classroom teachers			
POSITIVE	22 (69%)	16 (80%)	6 (50%)
NEGATIVE	4 (13%)	1 (5%)	3 (25%)
INDETERMINATE	6 (19%)	3 (15%)	3 (25%)
3. Principal of ESL student's other school[1]			
POSITIVE	1 (4%)		1 (8%)
NEGATIVE	4 (17%)	[2]	4 (33%)
INDETERMINATE	18 (78%)	11 (100%)	7 (58%)
4. ESL consultant			
POSITIVE	17 (53%)	14 (70%)	3 (25%)
NEGATIVE	8 (25%)	2 (10%)	6 (50%)
INDETERMINATE	7 (22%)	4 (20%)	3 (25%)
5. ESL supervisor			
POSITIVE	17 (53%)	14 (70%)	3 (25%)
NEGATIVE	6 (19%)	2 (10%)	4 (33%)
INDETERMINATE	9 (28%)	4 (20%)	5 (42%)

[1] Elementary only (n = 23)

[2] 100% of host school principals interpreted this question as not applicable and did not respond.

KEY:
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PRINCIPALS' ATTITUDES TOWARDS COMMUNICATION WITH PARENTS OF ESL STUDENTS BY SCHOOL TYPE

ADEQUACY OF COMMUNICATIONS WITH PARENTS OF ESL STUDENTS ABOUT:	TOTAL (n = 32)	HOST SCHOOLS (n = 20)	FEEDER SCHOOLS (n = 12)
1. The ESL student's progress			
POSITIVE	8 (25%)	6 (30%)	2 (17%)
NEGATIVE	19 (59%)	12 (60%)	7 (58%)
INDETERMINATE	5 (16%)	2 (10%)	3 (25%)
2. The ESL program			
POSITIVE	8 (25%)	6 (30%)	2 (17%)
NEGATIVE	18 (56%)	11 (55%)	7 (58%)
INDETERMINATE	6 (19%)	3 (15%)	3 (25%)
3. Regular course/program alternatives			
POSITIVE	9 (28%)	6 (30%)	4 (33%)
NEGATIVE	17 (53%)	11 (55%)	6 (50%)
INDETERMINATE	6 (19%)	3 (15%)	2 (17%)
4. Extracurricular activities			
POSITIVE	12 (38%)	8 (40%)	4 (33%)
NEGATIVE	15 (47%)	9 (45%)	6 (50%)
INDETERMINATE	5 (16%)	3 (15%)	2 (17%)
5. Additional school services			
POSITIVE	10 (31%)	7 (35%)	3 (25%)
NEGATIVE	15 (47%)	9 (45%)	6 (50%)
INDETERMINATE	7 (22%)	4 (20%)	3 (25%)
6. Additional system-level services			
POSITIVE	7 (22%)	3 (15%)	4 (33%)
NEGATIVE	16 (50%)	12 (60%)	4 (33%)
INDETERMINATE	9 (28%)	5 (25%)	4 (33%)
7. The school system in general			
POSITIVE	8 (25%)	4 (20%)	4 (33%)
NEGATIVE	12 (38%)	9 (45%)	3 (25%)
INDETERMINATE	12 (38%)	7 (35%)	5 (42%)

KEY: POSITIVE = Responses of Strongly Agree (5) and Agree (4) on the Principal Questionnaire
NEGATIVE = Responses of Disagree (2) and Strongly Disagree (1) on the Principal Questionnaire
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CDS+5.35

C. COMMENTS

SUMMARY OF COMMENTS BY SCHOOL TYPE

PRINCIPAL QUESTIONNAIRE

QUESTION	RESPONSES	
	HOST SCHOOLS (n = 20)	FEEDER SCHOOLS (n = 12)
A. BACKGROUND INFORMATION 1. Would you care to comment further about the impact of transportation on both the ESL and regular programs?		
POSITIVE	Taxi drivers have built up a rapport with children - friendly, cooperative, buy lunches, etc. (1)	The two classes are scheduled at the beginning of the morning for Grades 1 - 3, and from 1 - 2 p.m. for Grades 4 - 6. We have scheduled time tables to fit in with these arrangements (1)
INDETERMINATE	Most students are on charter pick-up in a.m. but have C.T.S. bus passes for p.m. return (1)	
NEGATIVE	Taxis are sometime late; they have also arrived early and missed the students being picked up (1) Noon hour supervision required for ESL students who stay for lunch (1)	They miss by leaving the school (1) More time spent in preparation and transporting than in instruction (1) Problem training ESL student to use C.T.S. (1) It takes a great deal of time away from class. We have 79 kids that need the program, only five were accepted (1) Great pain in the neck (1)

SUMMARY OF COMMENTS BY SCHOOL TYPE (Continued)

PRINCIPAL QUESTIONNAIRE

QUESTION	RESPONSES	
	HOST SCHOOLS (n = 20)	FEEDER SCHOOLS (n = 12)
2. Would you itemize the number of of ESL students with disabilities and state the nature of the disability	4 Learning disabled 3 Reading problems 2 Slow learners 2 E.M.H. (Educable Mentally Handicapped) 2 Speech 2 Physical disabilities 1 Perceptual learner 1 Health problem	1 Learning disabled
B. ESL STUDENT NEEDS		
1. Would you care to comment further about any ESL student needs that you feel should be addressed? COMMENTS	Counsellor who speaks the child's language (1)	Most of our ESL students are Francophones as we are a bilingual school. The actual presence of the French - speaking child impedes English language development in the ESL students (1)

SUMMARY OF COMMENTS BY SCHOOL TYPE (Continued)

PRINCIPAL QUESTIONNAIRE

QUESTION	RESPONSES	
	HOST SCHOOLS (n = 20)	FEEDER SCHOOLS (n = 12)
1. Would you care to comment further about any ESL Student needs that you feel should be addressed? (Cont'd) COMMENTS (Cont'd)	ESL students should be able to complete their program at the school in which they started - this doesn't happen because boundaries and transportation concerns are given priority. These students need to be assured they can go to the school of their choice even if they move (1) ESL teacher needs her own funds (1) More parent involvement would be appreciated (1) Only had the program five months (uncertain) (1)	More needs to be done but who has the time or resources? (1)
C. ESL TEACHER NEEDS 1. Would you care to comment further regarding support services for ESL teachers? COMMENTS	Could use Canadian students on a project basis (1) Need time and money for field trips (1) Persons who could help with home-school liaison are really needed (1) I have not seen any other than what is provided by the ESL supervisors (1)	No classes in this school. However, the ESL teacher comes here quite often to talk to classroom teachers and to parent volunteers who

SUMMARY OF COMMENTS BY SCHOOL TYPE (Continued)

PRINCIPAL QUESTIONNAIRE

QUESTION	RESPONSES	
	HOST SCHOOLS (n = 20)	FEEDER SCHOOLS (n = 12)
2. Would you care to comment further on the professional development needs of ESL teachers?		
IN-SCHOOL ACTIVITIES	ESL teachers joined in professional day - cooperation between staff was excellent (1) Regular staff needs orientation (1)	
OUT-OF-SCHOOL ACTIVITIES	Our teachers attend out-of-school P.D. activities - provision for in-school time would be appreciated for next year (1) The ESL teachers are involved leading P.D. activities (1) ESL teachers should hold professional days separate from regular staff (1)	
OTHER	More of both needed (1) Support needed on a system level (1) These teachers are specialized but so are other teachers (1)	

SUMMARY OF COMMENTS BY SCHOOL TYPE (Continued)

PRINCIPAL QUESTIONNAIRE

QUESTION	RESPONSES	
	HOST SCHOOLS (n = 20)	FEEDER SCHOOLS (n = 12)
3. Are there other ESL teacher needs that you feel should be addressed?		
ASSISTANCE	ESL teachers in host schools are exposed to far too many students (i.e. four periods of 1 1/4 hours with 12 in each, total 48) (1) If a school has twenty students, the teacher should spend full time with that school only (1) Many could use aides because of the large amount of individual help needed by these students. We are planning to engage regular students in this capacity next year (1)	
INTEGRATION WITH REGULAR STAFF	Integration policy must be established between the regular and ESL staff. Goals need to be outlined jointly or conflict over academic vs. linguistic goals can arise (1)	
FUNDS	Need money to engage in cultural activities (1)	
TRANSPORTATION	Transportation creates some problems (1)	

CDS+7.9

SUMMARY OF COMMENTS BY SCHOOL TYPE (Continued)

PRINCIPAL QUESTIONNAIRE

QUESTION	RESPONSES	
	HOST SCHOOLS (n = 20)	FEEDER SCHOOLS (n = 12)
3. Are there other ESL teacher needs that you feel should be addressed? (Cont'd)		
TIME		Time to meet with regular teacher so that themes from the ESL classroom can be followed up in the regular classroom (1)
NEGATIVE	Our teachers appear to be content. They do an excellent job (1)	
D. ESL PROGRAM NEEDS		
1. Other characteristics for a personnel profile of hiring criteria for ESL teachers	Rapport with kids (1)	The desire to be an ESL teacher (1) Emphatic interest in drama/music to help lessons "come alive" (1)
2. Would you care to comment further about staff orientation to ESL?		
POSITIVE	Having ESL teachers as an addition to staffing formula was good in that they can find time to converse with regular staff (1)	P.D. day with ESL team proved to be very effective in staff recognizing and providing the needs of ESL students (1)

SUMMARY OF COMMENTS BY SCHOOL TYPE (Continued)

PRINCIPAL QUESTIONNAIRE

QUESTION	RESPONSES	
	HOST SCHOOLS (n = 20)	FEEDER SCHOOLS (n = 12)
2. Would you care to comment further about staff orientation to ESL? (Cont'd) POSITIVE (Cont'd)	We had a P.D. day on the subject and because of the work done by our ESL teachers, our staff is better prepared than many (1) It is very necessary. It should be given by experienced teachers and principals. Cultural information should be provided by knowledgeable persons (1) Our ESL staff has conducted some formal P.D. activities for all the staff - this has been helpful in causing all of us to think about our ESL students (1) Orientation has been provided by our ESL teaching staff (1)	Our staff has had P.D. days to find out what does happen (1)
INDETERMINATE	This has improved over the years. However, there are still weaknesses in the areas of provision of supplies, communication regarding change in travel arangements, participation in regular staff and class activities (1)	

SUMMARY OF COMMENTS BY SCHOOL TYPE (Continued)

PRINCIPAL QUESTIONNAIRE

QUESTION	RESPONSES	
	HOST SCHOOLS (n = 20)	FEEDER SCHOOLS (n = 12)
2. Would you care to comment further about staff orientation to ESL? (Cont'd)		
INDETERMINATE (Cont'd)	The teachers on this staff know something about language acquisition and socio-psycho linguistics as applied to native speakers (1)	
NEGATIVE	Our teachers were not given any preliminary direction regarding ESL. Teachers had to learn by experience how to handle this situation (1)	I was not aware any was available (1) We don't have time to involve everyone (1)
3. Would you care to comment further about your role in ESL teacher evaluations?		
COMMENTS	Good learning experience(1) Formal inservice has not been provided, but because of my background, I feel competent to evaluate (1) ESL teacher evaluation should be done by ESL specialists (1) Evaluation should be a shared responsibility - principal/ESL Department (1)	

CDS+7.12

SUMMARY OF COMMENTS BY SCHOOL TYPE (Continued)

PRINCIPAL QUESTIONNAIRE

QUESTION	RESPONSES	
	HOST SCHOOLS (n = 20)	FEEDER SCHOOLS (n = 12)
4. Other administrative policies and guidelines needed		
NEGATIVE	Principals should have autonomy in these areas (1) Guidelines have been set in our school and they work well (1) I am unsure that "policies" are required to deal with these issues at present (1)	
SUGGESTION	Boundaries and transportation (1)	
5. Would you care to comment further regarding who should develop curriculum for ESL?		
COMMENTS	The teacher (2) Leave high degree of flexibility (1) All three (i.e. the system, the Department of Education, and both) (1) Should be the same as academic classes i.e. Department of Education (1) ESL teachers need more curriculum guidelines (1)	Learning to read, write, speak, and understand should be the goal, regardless of grade level (1)

SUMMARY OF COMMENTS BY SCHOOL TYPE (Continued)

PRINCIPAL QUESTIONNAIRE

QUESTION	RESPONSES	
	HOST SCHOOLS (n = 20)	FEEDER SCHOOLS (n = 12)
6. (ELEMENTARY only) Would you care to comment further about the Itinerant ESL Resource Teacher concept? COMMENT	ESL needs are better served in the ESL classroom but Grade 1 and 2 needs are better served in the regular classroom (1)	The teacher should come to the school if there are more than ten children requiring assistance. Time spent on buses and taxis is wasted time (1) Needed in the school (1) Need more information (1)
7. (ELEMENTARY only) Would you care to comment on the special program needs of ESL children in Grades 3 - 6? COMMENT	Should be highly oral with strong visual support (1) I'm not sure it is wise to have them in the same class as Junior High ESL students because of the age and interest difference (1)	
8. (SECONDARY only) Other program alternatives which should be available to ESL students COMMENT	Stability is needed (1)	

SUMMARY OF COMMENTS BY SCHOOL TYPE (Continued)

PRINCIPAL QUESTIONNAIRE

QUESTION	RESPONSES	
	HOST SCHOOLS (n = 20)	FEEDER SCHOOLS (n = 12)
E. ESL COMMUNICATION NEEDS 1. Would you care to comment further about communications regarding ESL?		
PARENTS	Little or no communication with parents. Without an interpreter it is impossible to communicate (4) Interpreters difficult to obtain. Percentage of parents who show up for Meet-the-Teacher Nights is 5% (1) Minimal direct contact with parents (1) Home-school liaison is needed. Persons to help should be identified (1)	Frankly, except on rare occasions, I have never seen the parents of ESL children except on the day they register their children in the school (1) Communication with parents difficult at times but not impossible (1) Not many of them feel confident enough in their use of English to attend Parent-Teacher conferences (1)
OTHER	I must compliment the ESL teachers for the very worthwhile services they are doing for all Canadians (1)	ESL students should reside in home school-less time would be spent travelling (1) At present they (communications) are near to disaster (1)

D. CORRELATION OF QUESTIONNAIRE ITEMS

1. SUMMARY OF SIGNIFICANT[1] RELATIONSHIPS BETWEEN QUESTIONNAIRE ITEMS
PRINCIPALS - OVERALL
(n = 32)

Questionnaire Items Compared	Item Content	n[2]	Cramer's V[3]	r[4]
A5 - B3a	Number of ESL students not receiving instruction to School environment provides effective informal language experience	28	1.00	-0.47
A5 - D1f	Number of ESL students not receiving instruction to Inclusion of hiring criterion: years of teaching experience	28	1.00	0.33
B3b - E3d	School environment provides support for social needs to Adequacy of communication with parents re: extracurricular activities	28	0.78	-0.36
A3 - C4	If there is ESL instruction in the school to Adequacy of P.D. time for teachers	22	0.73	--
B3a - D3b	School environment provides effective informal language experience to Adequacy of principal's orientation to ESL student needs	31	0.70	--
A4 - D2a	Number of ESL students receiving instruction to Rank of hiring criterion: Personal suitability	32	0.70	--
A5 - B1a	Number of ESL students not receiving instruction to ESL teacher provides effective language instruction	28	0.69	-0.45
A5 - B2a	Number of ESL students not receiving instruction to Classroom teacher provides effective supplementary language instruction	27	0.69	-0.50
A3 - E1a	If there is ESL instruction in the school to Adequacy of communication with ESL teacher	28	0.67	-0.64
A4 - D7E	Number of ESL students receiving instruction to Need for policies	26	0.66	--
A4 - C2f	Number of ESL students receiving instruction to Need for additional support from resource room teachers	25	0.65	-0.63
A7 - E3b	Number of ESL parents met this year to Adequacy of communication with parents re: ESL program	28	0.63	--
A3 - C2g	If there is ESL instruction in the school to Need for additional support from para professionals	25	0.63	0.37

[1] Level of significance = .05 for Chi-square test
[2] n of 20% of appropriate population or greater
[3] Magnitude of Cramer's V of .40 or greater with significance level = .05
[4] Magnitude of r of .30 or greater using PPMCC with significance level = .05

CDS+5.72

1. SUMMARY OF SIGNIFICANT[1] RELATIONSHIPS BETWEEN QUESTIONNAIRE ITEMS
PRINCIPALS - OVERALL (Continued)
(n = 32)

Questionnaire Items Compared	Item Content	n[2]	Cramer's V[3]	r[4]
A3 - E2a	If there is ESL instruction in the school to Adequacy of communication with ESL consultant	28	0.62	-0.48
A7 - E3c	Number of ESL parents met this year to Adequacy of communication parents re: regular program	28	0.62	--
A7 - E3g	Number of ESL parents met this year to Adequacy of communication with parents re: school system in general	25	0.61	--
A3 - C2a	If there is ESL instruction in the school to Need for additional support from interpreters	26	0.61	--
A7 - E3f	Number of ESL parents met this year to Adequacy of communication with parents re: special services in the system	26	0.61	--
B2C - E3c	Classroom teachers provide support for emotional needs to Adequacy of communication with parents re: regular program	28	0.61	-0.38
A7 - E3e	Number of ESL parents met this year to Adequacy of communication with parents re: additional services at school	27	0.60	--
B3b - E3e	School environment provides support for social needs to Adequacy of communication with parents re: additional services at school	27	0.60	--
A1 - C2f	Instructional level of school to Need for additional support fro resource room teachers	25	0.59	-0.59
A3 - C1a	If there is ESL instruction in the school to Adequacy of support from interpreters	26	0.59	--
A2 - D9d	Area of school to Itinerant Teacher concepts should be expanded for ECS to Grade 2	22	0.59	--
B2b - D9d	Classroom teachers provide support for social needs to Itinerant Teacher concept should be expanded for ECS to Grade 2	22	0.57	--
B2d - D9d	Classroom teachers provide support for cultural needs to Itinerant Teacher concept should be expanded for ECS to Grade 2	20	0.57	--

[1] Level of significance = .05 for Chi-square test

[2] n of 20% of appropriate population or greater

[3] Magnitude of Cramer's V of .40 or greater with significance level = .05

[4] Magnitude of r of .30 or greater using PPMCC with significance level = .05

1. SUMMARY OF SIGNIFICANT[1] RELATIONSHIPS BETWEEN QUESTIONNAIRE ITEMS PRINCIPALS - OVERALL (Continued) (n = 32)

Questionnaire Items Compared	Item Content	n[2]	Cramer's V[3]	r[4]
A1 - D1b	Instructional level of school to Inclusion of hiring criterion: Second language instructional training	31	0.56	--
B2d - D4a	Classroom teachers provide support for cultural needs to Adequacy of classroom teachers' orientation to ESL program	28	0.56	--
A2 - D2a	Area of school to Rank of hiring criterion: Personal suitability	32	0.56	--
A2 - D9f	Area of school to Itinerant Teacher concept should be piloted in Grades 3 - 6	22	0.56	--
A5 - B2b	Number of ESL students not receiving instruction to Classroom teacher provides support for social needs	28	0.56	--
B2d - D4b	Classroom teacher provides support for cultural needs to Adequacy of classroom teachers' orientation to ESL student needs	27	0.55	--
A4 - D3a	Number of ESL students receiving instruction to Adequacy of principals' orientation to ESL program	32	0.55	--
A1 - C2c	Instructional level of school to Need for additional support from guidance counsellors	25	0.54	--
A1 - D7a	Instructional level of school to Need for policies and guidelines for ESL program organization in the school	25	0.53	--
B1d - C1b	ESL teacher provides support for cultural needs to Adequacy of support from psychologists	23	0.53	--
A2 - E2b	Area of school to Adequacy of communication with ESL supervisor	27	0.49	--
A3 - B1b	If there is instruction in the school to ESL teacher provides support for social needs	31	0.49	-0.40
A3 - D2g	If there is ESL instruction in the school to Rank of hiring criterion: Interpersonal skills with staff members	32	$\phi = 0.47$[5]	$\phi = 0.47$
A3 - D1g	If there is ESL instruction in the school to Inclusion of hiring criterion: Interpersonal skills with staff members	32	$\phi = 0.47$	$\phi = -0.44$
A3 - D2b	If there is ESL instruction in the school to Rank of hiring criterion: Second language instructional training	31	$\phi = 0.42$	$\phi = -0.42$

[1] Level of significance = .05 for Chi-square test

[2] n of 20% of appropriate population or greater

[3] Magnitude of Cramer's V of .40 or greater with significance level = 05

[4] Magnitude of r of .30 or greater using PPMCC with significance level = .05

[5] Magnitude of ϕ of .40 or greater for a two-by-two table

CDS+5.75

2. SUMMARY OF SIGNIFICANT[1] RELATIONSHIPS BETWEEN QUESTIONNAIRE ITEMS
PRINCIPALS - HOST SCHOOLS
(n = 20)

Questionnaire Items Compared	Item Content	n[2]	Cramer's V[3]	r[4]
A4 - D9e	Number of ESL students receiving instruction to Grades 3 - 6 students better off in ESL classroom	10	0.86	--
A2 - D9e	Area of school to Grades 3 - 6 students better off in ESL classroom	10	0.84	0.76
A7 - E3b	Number of ESL parents met this year to Adequacy of communication with parents re: ESL program	18	0.83	--
B1d - D6a	ESL teacher provides support for cultural needs to Adequacy of principal inservice in ESL teacher evaluation	19	0.79	--
A2 - D2g	Area of school to Rank of hiring criterion: Interpersonal skills with staff members	20	0.76	--
B3b - E3d	School environment provides support for social needs to Adequacy of communication with parents re: extracurricular activities	18	0.75	--
B3b - E3e	School environment provides support for social needs to Adequacy of communication with parents re: additional services at school	17	0.73	--
A4 - E2a	Number of ESL students receiving instruction to Adequacy of communication with ESL consultant	19	0.72	--
A7 - E3a	Number of ESL parents met this year to Adequacy of communication with parents re: student progress	19	0.71	--
B2C - D4a	Classroom teacher provides support for emotional needs to Adequacy of classroom teacher orientation to ESL program	20	0.71	--
A4 - D7e	Number of ESL students receiving instruction to Need for policies and guidelines for population fluctuation	19	0.70	--
B2d - D4a	Classroom teacher provides support for cultural needs to Adequacy of classroom teacher orientation to ESL program	18	0.69	--
B2d - D4b	Classroom teacher provides support for cultural needs to Adequacy of classroom teacher orientation to ESL student needs	17	0.69	--

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[1] Level of significance = .05 for Chi-square test
[2] n of 20% of appropriate population or greater
[3] Magnitude of Cramer's V of .40 or greater with significance level = .05
[4] Magnitude of r of .30 or greater using PPMCC with significance level = .05

2. SUMMARY OF SIGNIFICANT[1] RELATIONSHIPS BETWEEN QUESTIONNAIRE ITEMS PRINCIPALS - HOST SCHOOLS (Continued)

(n = 20)

Questionnaire Items Compared	Item Content	n[2]	Cramer's V[3]	r[4]
A7 - E3f	Number of ESL parents met this year to Adequacy of communication with parents re: special services in the system	17	0.67	--
B1d - C1b	ESL teacher provides support for cultural needs to Adequacy of support from psychologists	18	0.65	--
B2c - D4b	Classroom teachers provide support for emotional needs to Adequacy of classroom teacher orientation to ESL student needs	19	0.64	--
B2c - E3c	Classroom teachers provide support for emotional needs to Adequacy of communication with parents re: regular program	18	0.63	--
B1a - D6b	ESL teachers provide effective language instruction to Adequacy of criteria provided to evaluate ESL teachers	20	0.63	0.41
A2 - D6b	Area of school to Adequacy of criteria provided to evaluate ESL teachers	20	0.63	--
A7 - E3e	Number of ESL parents met this year to Adequacy of communication with parents re: additional services at school	17	0.62	--
A7 - E3d	Number of ESL parents met this year to Adequacy of communication with parents re: extracurricular activities	18	0.62	--
A1 - D1f	Instructional level of school to Inclusion of hiring criterion: Years of teaching experience	20	0.61	--
B1c - D6b	ESL teacher provides support for emotional needs to Adequacy of criteria provided for ESL teacher evaluation	20	0.57	--
B1b - D6a	ESL teacher provides support for social needs to Adequacy of principal inservice in ESL teacher evaluation	20	0.52	--

[1] Level of significance = .05 for Chi-square test

[2] n of 20% of appropriate population or greater

[3] Magnitude of Cramer's V of .40 or greater with significance level = .05

[4] Magnitude of r of .30 or greater using PPMCC with significance level of = .05

3. SUMMARY OF SIGNIFICANT[1] RELATIONSHIPS BETWEEN QUESTIONNAIRE ITEMS
PRINCIPALS - FEEDER SCHOOLS
(n = 12)

Questionnaire Items Compared	Item Content	n[2]	Cramer's V[3]	r[4]
A5 - D1f	Number of ESL students not receiving instruction to Inclusion of hiring criterion: Years of teaching experience	9	1.00	--
B3b - E3e	School environment provides support for social needs to Adequacy of communication with parents re: additional services at school	10	1.00	--
B3b - E1c	School environment provides support for social needs to Adequacy of communication with host principal	8	1.00	--
B2c - E3c	Classroom teacher provides support for emotional needs to Adequacy of communication with parents re: regular program	10	1.00	-0.67
B2b - D9d	Classroom teacher provides support for social needs to Itinerant Teacher concent should be expanded for ECS to Grade 2	12	1.00	--
A5 - D9d	Number of ESL students not receiving instruction to Itinerant Teacher concept should be expanded for ECS to Grade 2	9	1.00	-0.85
A4 - D7I	Number of ESL students receiving instruction to Need for policies and guidelines for referral for assessment	7	1.00	0.73
A1 - D9f	Instructional level of school to Itinerant Teacher concept should be piloted in Grades 3 - 6	12	1.00	-0.68
A1 - D9d	Instructional level of school to Itinerant Teacher concept should be expanded for ECS to Grade 2	12	1.00	-0.68
A1 - D9c	Instructional level of school to Cultural needs of ECS to Grade 2 students better met in regular classroom	12	1.00	-0.64
A5 - B3a	Number of ESL students not receiving instruction to School provides effective informal language experience	9	1.00	-0.69
A5 - B2a	Number of ESL students not receiving instruction to Classroom teacher provides effective supplementary language instruction	8	1.00	-0.87
A5 - B1a	Number of ESL students not receiving instruction to ESL teacher provides effective language instruction	9	1.00	-0.71

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[1] Level of significance = .05 for Chi-square test
[2] n of 20% of appropriate population or greater
[3] Magnitude of Cramer's V of .40 or greater with significance level = .05
[4] Magnitude of r of .30 or greater using PPMCC with significance level = .05

3. SUMMARY OF SIGNIFICANT[1] RELATIONSHIPS BETWEEN QUESTIONNAIRE ITEMS PRINCIPALS - FEEDER SCHOOLS (Continued) (n = 12)

Questionnaire Items Compared	Item Content	n[2]	Cramer's V[3]	r[4]
A3a - B3b	Number of students who travel by taxi to School provides support for social needs	12	1.00	0.58
B3c - D3b	School environment provides support for emotional needs to Adequacy of principal's orientation to ESL student needs	12	0.86	--
B2c - D4b	Classroom teacher provides support for emotional needs to Adequacy of classroom teacher orientation to ESL student needs	12	0.85	0.81
A2 - E1b	Area of school to Adequacy of communication with classroom teachers	9	0.85	--
A3f - D9b	Transportation does not interfere with learning process to Social/emotional needs of ECS to Grade 2 students better met in regular classroom	12	0.85	0.76
A2 - D9d	Area of school to Itinerant Teacher concept should be expanded for ECS to Grade 2	12	0.81	--
A3a - B3c	Number of students who travel by taxi to School environment provides support for emotional needs	12	0.76	0.56
A2 - D9f	Area of school to Itinerant Teacher concept should be piloted in Grades 3 - 6	12	0.75	--
B3a - D3b	School environment provides effective informal language experience to Adequacy of principal's orientation to ESL student needs	12	0.75	--
A5 - D7e	Number of ESL students not receiving instruction to Need for policies and guidelines for population fluctuation	5	$\phi = 1.00^5$	-1.00
A5 - B2b	Number of ESL students not receiving instruction to Classroom teachers provide support for social needs	9	$\phi = 1.00$	-1.00
A5 - C2g	Number of ESL students not receiving instruction to Need for additional support from para professionals	7	$\phi = 1.00$	1.00

[1] Level of significance = .05 for Chi-square test

[2] n of 20% of appropriate population or greater

[3] Magnitude of Cramer's V of .40 or greater with significance level = .05

[4] Magnitude of r of .30 or greater using PPMCC with significance level = .05

[5] Magnitude of ϕ of .40 or greater for a two-by-two table

CDS+5.79

3. SUMMARY OF SIGNIFICANT[1] RELATIONSHIPS BETWEEN QUESTIONNAIRE ITEMS
PRINCIPALS - FEEDER SCHOOLS (Continued)
(n = 12)

Questionnaire Items Compared	Item Content	n^2	Cramer's V^3	r^4
A3f - C1c	Transportation doesn't interfere with the learning process to Adequacy of support from guidance counsellors	5	$\phi = 0.67^5$	--
B1c - C1d	ESL teacher provides support for emotional needs to Adequacy of support from home - school liaison workers	5	$\phi = 0.67$	--
A5 - C2d	Number of ESL students not receiving instruction to Need for additional support from home - school liaison workers	7	$\phi = 0.65$	--
A5 - C2f	Number of ESL students not receiving instruction to Need for additional support from resource room teachers	7	$\phi = 0.65$	--
A5 - C2c	Number of ESL students not receiving instruction to Need for additional support from guidance counsellors	6	$\phi = 0.63$	--
A4 - C1c	Number of ESL students receiving instruction to Adequacy of support from guidance counsellors	5	$\phi = 0.61$	--
A3f - D1b	Transportation does not interfere with the learning process to Inclusion of hiring criterion: Second language instructional training	12	$\phi = 0.60$	0.60
A3f - C2f	Transportation does not interfere with the learning process to Need for additional support from resource room teachers	8	$\phi = 0.58$	--
A3e - C2f	Transportation does not interfere with the teaching process to Need for additional support from resource room teachers	7	$\phi = 0.55^5$	--
A3e - B1c	Transportation does not interfere with the teaching process to ESL teacher provides support for emotional needs	7	$\phi = 0.55$	--
A3e - D2b	Transportation does not interfere with the teaching process to Rank of hiring criterion: Second language instructional training	11	$\phi = 0.52$	--
A3f - D7f	Transportation does not interfere with the learning process to Need for policies and guidelines for entrance to ESL classes	6	$\phi = 0.50$	--

[1] Level of significance = .05 for Chi-square test
[2] n of 20% of appropriate population or greater
[3] Magnitude of Cramer's V of .40 or greater with significance level = .05
[4] Magnitude of r of .30 or greater using PPMCC with significance level = .05
[5] Magnitude of ϕ of .40 or greater for a two-by-two table

3. SUMMARY OF SIGNIFICANT[1] RELATIONSHIPS BETWEEN QUESTIONNAIRE ITEMS
PRINCIPALS - FEEDER SCHOOLS (Continued)
(n = 12)

Questionnaire Items Compared	Item Content	n[2]	Cramer's V[3]	r[4]
A1 - B1c	Instructional level of school to ESL teacher provides support for emotional needs	8	$\phi = 0.49$	--
A4 - B1c	Number of ESL students receiving instruction to ESL teacher provides support for emotional needs	8	$\phi = 0.49$	--
A3e - D7a	Transportation does not interfere with the teaching process to Need for policies and guidelines for ESL program organization in the school	6	$\phi = 0.45$	--
A4 - C1d	Number of ESL students receiving instruction to Adequacy of support from home - school liaison workers	5	$\phi = 0.41$	--
A5 - B1c	Number of ESL students not receiving instruction to ESL teacher provides support for emotional needs	5	$\phi = 0.41$[5]	--
A4 - B3b	Number of ESL students receiving instruction to School environment provides support for social needs	12	$\phi = 0.40$	--

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[1] Level of significance = .05 for Chi-square test
[2] n of 20% of appropriate population or greater
[3] Magnitude of Cramer's V of .40 or greater with significance level = .05
[4] Magnitude of r of .30 or greater using PPMCC with significance level = .05
[5] Magnitude of ϕ of .40 or greater for a two-by-two table

APPENDIX 4

Multicultural Home-School Liaison Worker by Questionnaire

Role Description, Vancouver School Board

VANCOUVER SCHOOL BOARD

Multicultural Home-School Worker Role Description

1. Nature and Scope of Work

This is moderately complex work linking a large city school system with a large ethnic minority population. It requires:

- a sound written and spoken knowledge of English, and at least one other required language;
- knowledge of the cultures that the workers will be serving and understanding of the problems, concerns and strengths in those traditions, together with an ability to bridge the two cultures;
- extensive practical knowledge of the problems in cultural assimilation;
- some understanding of group process and other counselling techniques;
- some knowledge of educational processes and techniques;
- ability to effectively assist professional educators in the instructional process where cultural differences are a factor;
- ability to establish and maintain effective working relationships with diverse individuals and groups;
- ability to adapt to changing situations with ease and control and to maintain rapport with students;
- knowledge of community resources.

2. Illustrative Examples of Work

Under the direction of the Head of Student Services and at the request of school personnel to provide:

Services to Parents and Ethnic Communities

- Liaise between school personnel and parents about the academic performance or social development of their child in the school.
- Explain to parents their responsibility to assist the school in educating their child and encourage parents to actively participate in the school and community programs.
- With parents, discuss minor family or domestic problems which may be affecting the child's academic performance or social development at the school.
- Advise people about the professional resources available at the school or from outside social agencies which may be able to help them with more serious problems.
- Escort people to an appointment with professional resource staff at the school or an outside social agency in cases of extreme seriousness or urgency.
- Advocate and explain the ethnic/cultural perspective on school related matters to school staff.
- Assist in social, orientation and educational programs in response to the needs of the ethnic communities.
- Assist in assessment and placement of ESL children in schools.
- Encouraging volunteerism.

Services to School Staff

- Provide direct interpretation for school staff when dealing with parents who are not fluent in English.
- Advise school staff about a student's academic, disciplinary or truancy problems where there is a possibility that the cultural background of the student or ethnic perspective of the parents may have a bearing on the problem.
- Translate report cards for teachers where the parents of the student are not fluent in English and assist parents and teachers in discussion of child's progress.
- Lead group sessions for school staff on the cultural orientation of major ethnic groups represented in the student population.

Services to Students

- Provide orientation and information to ESL students when needed.
- Work with students in cases where parental ethnic values clash with Canadian values resulting in confusion for the student and where social and cultural adjustment is a problem for the student.

3. Desirable Training and Experience

Completion of grade XII supplemented by some formal training in education or counselling and some work experience in an educational setting with ethnic group children, or an equivalent combination of training and experience.

4. Required Licences, Certificates and Registrations

None.